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A curriculum guide for the slow learner is presented.

Areas of concentration are: identification and understanding of the characteristics of the slow learner; discovery and development of available materials and suitable methods; development of possible classroom units and evaluation procedures for the RL program.

In teaching the slow learner, little use should be made of reading and book study. These pupils have trouble in defining, distinguishing, analyzing and memorizing; are low in achievement, dominance, imagination, and curiosity; and cannot be pressured. They should be taught with pictures, charts, and things they can handle. Emphasis should be placed on reading modern literature and magazines related to student interest and needs. Current events should be emphasized in social studies. A regular class procedure should be established, with activities of short duration. Units should lead to oral and/or written exercises.

Suggested units are: orientation, reading and writing placement, writing form, study/skills, use of the library, reference materials, building the sentence, spelling, the dictionary, choosing a vocation, applying for a job, the interview, use of the telephone, the simple business report. Second semester focuses on personal development; unit topics include attitudes, hobbies, personality development, community responsibilities, parent/student relationships, prejudice, and the establishment of a home.

Extensive instructions are given for the teaching of writing, spelling, reading, oral presentation, study skills, and orientation units. An inexpensive method of utilizing teacher-created programed materials is proposed.

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TENTATIVE CURRICULUM GUIDE
FOR AN RL PROGRAM
ENGLISH

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Education

GROSSMONT UNION HIGH SCHOOL DISTRICT

GROSSMONT, CALIFORNIA

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PREFACE

This study, conducted for the purpose of establishing an RL program in the Grossmont Union High School District, concentrated on three main general areas:

1. identification and understanding of the characteristics of the slow learner
2. discovery and development of available materials and suitable methods
3. development of possible classroom units and evaluation procedures for the RL program

The RL program is designed to meet the specialized needs of the lower ten (10) percent of the student body in the regular high school program. By definition these students will be the lower ten (10) percent, as established by the testing division of the Grossmont Union High School District. They will be failing, or doing poorly, in the areas of English, mathematics, and social studies.

The RL program will be a modified core with the three classes working very closely to develop the student to his maximum ability. The three separate classes will have similar goals and aims. In all cases the educational growth of the individual will be the primary consideration.

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FOREWORD

BASIC PHILOSOPHY AND PURPOSE OF THE HIGH SCHOOL

A BRIEF STATEMENT OF THE EDUCATIONAL PROGRAM OF THE GROSSMONT UNION HIGH SCHOOL DISTRICT

The high schools in the Grossmont Union High School District seek to provide an educational opportunity directed toward the optimum development of each student. To this end, programs are established to

1. enable each student to develop his highest potential for a worthy, satisfying and productive life.
2. stimulate and equip him to fulfill his responsibilities as a citizen, that our heritage of freedom may be preserved and extended.

The general objectives of the high school for all youth may be summed up as follows:

1. all youth need to develop in the fundamental skills.
2. all youth need to grow in their ability to think rationally.
3. all youth need to understand the rights and duties of the citizen of a democratic society.
4. all youth need to develop salable skills.
5. all youth need to develop and maintain good health and physical fitness.
6. all youth need to develop respect for other persons.
7. all youth need to understand the significance of the family for the individual and society.
8. all youth need to understand the influence of the science of human life.
9. all youth need wise use of their leisure time.
10. all youth need to know how to purchase and use goods and services intelligently.
11. all youth need an appreciation of literature, art, music, and nature.
12. all youth need to expand their horizons of learning to meet the challenge placed upon them in this era.

A TENTATIVE CURRICULUM GUIDE FOR AN RL PROGRAM

I. Identification and Characteristics of the Slow Learner (RL)[1]

The Slow Learner

The slow learning pupil is geared to slow thinking. He learns at a rate which seems to teachers to be excessively slow. Those with low verbal intelligence have a short attention span for verbal activities. They do not like reading. They are not original in their thinking and they do not see relationships particularly in the areas that demand use of words or word symbols. When they are confronted with new problems or new situations they need repeated applications before the generalizations can be learned. In any subject taught it is very doubtful that they can accomplish much by simply getting a rule and being expected to apply the rule.

Analysis of Teaching for the Slow Learner

When we analyze our teaching today for the slow learner we see that much of it depends on books and reading. Reading tends to accentuate the problem. It is equivalent to expecting a pupil to perform as a track star and compete on a team when he has poor coordination and an inability to run. The less reading and book study a slow learner has to do the better off he is. This means that learning will come best for him in other ways.

---

[1] Composite of remarks by Dr. Leon M. Lessinger, Assistant Superintendent, Curriculum and Guidance

Common Errors

One of the common mistakes we have made in the past is to think that slow learners can, by the use of pressure, be made to read faster, study longer, and thus learn more. This is in truth an impossibility. Along with this is the mistaken idea that these pupils will in time catch up and be able to maintain the same level of performance as the average and brighter pupil. These pupils have trouble in defining, distinguishing, analyzing, and memorizing. The low ability pupil may hold some facts that all should know but these cannot be overdone for he is quickly overloaded. These pupils are usually low in achievements, dominance, imagination, and curiosity. They do not think and reason well and are less able to see the solution to future action.

Activities for the Slow Learner

The activities designed for these children must be simple, not complex. Plans must be clear and specific. Demonstrations must be given often. These demonstrations must be followed by an apprenticeship type of learning where the pupil does again that which was demonstrated. Drill and meaningful practice should be regular. The education for these pupils should center on tangible things. Much work should be planned in constructional and manual activities. This can involve practical arts and music. Teaching should be centered around things that can be seen, heard, touched, tasted, and even smelled. Work should be based on sensory and perceptual levels rather than on concept. Reading activities should be cultivated to the point where newspapers, popular magazines, and popular books can be read, understood, and enjoyed. Only when we do these things will we be educating the student of low ability.

Procedures in English, Social Studies, Mathematics, and Science

In the English area there are some instructional provisions and procedures which may be used to benefit these pupils. The teacher should conduct drills to eliminate vulgarisms, such as: I ain't, cain't hardly, etc. These students should be helped to find substitutes for inferior comic books and magazines. An emphasis should be placed on reading modern literature related to student interest and needs. There should be required a mastery of minimum essentials in grammar and usage. This can be done by assigning printed materials with difficulties approximating the individual's reading age. As much as possible they should be taught with pictures, charts, and things they can handle. They should be encouraged to evaluate their own progress.

In the social studies, current events should be an important part of their class work. Pupils should be taught how to register and vote. They should be given experiences in studying party platforms and expressing personal views of candidates. To build up their meager cultural background they should be encouraged to engage in conversation in school and at home on current events, politics, government, and the news of the school and the neighborhood. They should be taught to use laymen's reference books, the dictionary, encyclopedia, world almanac. They should be taught basic skills in reading and writing including reading to build social studies vocabulary and concepts. They should be encouraged to select and plan to see and listen to radio, television programs, and movies of social significance. We should teach these pupils how to read a newspaper. They should learn to distinguish between fact and opinion, recognizing the use of propaganda devices, etc. Last of all we must encourage these pupils to set up personal goals and to engage in self-evaluation to see progress. Evaluation should come often, should be short, should be of such a nature that the pupil can actually see growth. A major source of evaluation in these classes will be in terms of changes in behavior toward better citizenship.

Special Program

All less capable young citizens need a tailored education designed to make them contributing members of our laboring community. This is a very important concept for all of us to realize. We have called them all kinds of names as I have indicated, "loafer" is a common one. We have an idea that if we keep them in study hall we will make them study. It is doubtful that they should ever be sent to a study hall. We sometimes do not permit them to go to the library for they read newspapers and magazines in place of studying. The students should be allowed to read newspapers and magazines both in the study hall and in their English classes. They can't help having the equipment they possess. When they mature, they will belong to the great body of our citizens. These children, whose abilities are limited, who are slow in learning intellectual things in school, tomorrow will do their share of work, cast their vote along with ours, become members of labor unions and other organizations. It is obvious that the standards and ideals they develop are vital to our national welfare.

Level of Expectancy

Boys and girls who do not show an evidence of ability at the end of a given grade should not be promoted—not as regulars, anyway. They should not be permitted to go on until they have developed a proficiency in language and arithmetic that is absolutely required. That which is absolutely required must be carefully thought of in terms of their functioning as intelligent citizens. Here are some general principles that grow out of what these pupils need: first of all they need to be taught at a rate of learning that is commensurate with their own tempo of learning. They need remedial reading. They need a general and diversified program. Our programs will have to pay special attention in English and in mathematics. They need enough English for minimum competency. They need enough mathematics to function in family and community life.

Class Routine

School work must be presented in practical situations. They need school work requiring only short spans of concentrated work. They need assignments that are planned down to the minutest detail, requiring an understanding of these details. They need to be taught one new work, point or rule at a time. They need a great deal of practice drill that they understand and that is meaningful. They need the help of one teacher rather than to go from teacher to teacher. These are the pupils that do best in a core curriculum. Research would seem to indicate that not more than sixteen pupils should be placed in a class. They need this feeling of success in their daily work. They need considerable time in supervised study. They need experience in simple concepts. They need the respect and the feeling of self-enhancement that goes with having gained success. Teachers need to utilize any special abilities which the pupil may possess. And in fact, these pupils show a vast range of special ability. They need guidance on how to study. They need vocational information and they need to practice the skills that will allow them to succeed on the job. Every day these pupils will need attention to such basic needs as the value of daily attendance, punctuality, following directions, getting along with others, and the practice of self-control and truthfulness. They need attention paid to personal cleanliness, and the manner of speech.

Discipline

Discipline will be an important part of this program. These pupils must understand that the classroom is no place for meaningless activities, idleness, or disturbing behavior. Students who cannot fit in with such a program should be removed.

Further Identification and Characteristics of the Slow Learner[2]

In teaching the slow learner, it is essential to keep mental age (and therefore his corresponding grade capacity) constantly in mind. Research has consistently demonstrated that mental age is the best single index of capacity for school work.

Even when they work up to capacity, slow learners can only be expected to achieve at between grade 7 to grade 9 levels when they finish high school. Perhaps the biggest single error made in teaching these youngsters is expecting them to work up to their physical age rather than their mental age.

---

[2] Adapted from "The Slow Learner: An Overview" by Lloyd M. Dunn, in the October 1959 issue of the N.E.A. Journal

In addition to their slow rate of learning, these pupils forget quickly and have special difficulties with abstract reasoning. They are especially lacking in curiosity, creativity, and critical thinking as these factors apply to school work.

The range of individual differences among all pupils--including slow learners--increase with age. Slow learners keep falling further and further behind brighter children as they move into junior and senior high school. Thus, the high school faces an even greater challenge in this area than the elementary school.

In addition to the characteristics of the slow learner already mentioned, some other traits have been shown by research. These characteristics do not apply to all slow learners: there are many exceptions to each generality.

The few studies which have been conducted indicate that over one-half of our slow learners are poorer in personal and social adjustment than brighter students. They tend to be rejected by their peers, usually because of their aggressive and unacceptable behavior. They are a "marginal group" who have a self concept which is failure-oriented and who have difficulty in growing up.

. . .

While most slow learners (especially the boys) react to school failure by aggression, some become withdrawn. This latter group (with girls predominating) cause the schools less trouble but are an even greater challenge. Providing them with success experiences and restoring them to better adjustment is a complex assignment. Extreme cases will require psychological and psychiatric attention. But while most slow learners have personality problems, some are amazingly relaxed, pleasant, and well adjusted in spite of repeated school failures.

. . .

Many slow learners are discipline problems in society. This is not surprising since they have difficulty with abstract concepts, including those involving right and wrong and are more frequently apprehended because the home gives them less protection.

. . .

The slow learner differs only in degree from other pupils. He has the same physical and psychological needs, lives in the same community, and goes to the same schools as other youngsters.

It is in school where he meets his major difficulties. His social and physical adjustment is so near average that he is not recognized as a slow learner until he begins school. Upon graduation he usually loses his labels. He finds his way into unskilled or semiskilled professions, marries, raises a family, and generally carries a reasonable and important share of responsibility as an adult citizen.

II. General Class Procedure

After the class has been properly oriented, tested, etc., a regular class procedure should be established. Most of the activities in the RL program should be of short duration so only the major activity of the day is listed in the suggested schedule listed below:

Monday	Introduction of the new unit
Tuesday	Work on unit for the week
Wednesday	Written exercise for grade
Thursday	Spelling
Friday	Reading (Emphasis on library books and book reports)

All units should lead to an oral or written exercise. Students will be asked to write each day in a "journal." The students will be asked to select one written statement each week for grade.

Ist - 9 weeks	Orientation, testing, placement, and basic procedures.
2nd - 9 weeks	Vocations - Letters of application, interviews, use of telephone, job application forms, etc.
3rd - 9 weeks	Personal development - Hobbies, personality traits, attitudes, etc.
4th - 9 weeks	The World Around Us, (This unit will draw from the social studies geography unit to evoke written and oral expression.)

First Semester

Unit I ORIENTATION

I. School rules and regulations

- A. Initiation regulations
- B. General school regulations
- C. Procedures for absence and tardiness

II. School handbook

- A. Student government
- B. Activities and clubs
- C. School yells and songs
- D. Etc.

III. Campus Tour

IV. Preparation for initiation

V. Test on student handbook

Films:

Respect for Property
Having Your Say

Unit II READING AND WRITING PLACEMENT TESTS

I. Writing tests

- A. Judged for pupil placement in writing skills
- B. Judged to determine spelling abilities

II. Reading tests (oral and silent)

- A. To determine reading rate
- B. To ascertain mechanical faults in reading
- C. To judge the ability of the student to reason

Films:

- Facing Reality

Unit III WRITING FORM

I. Finished copy form

- A. Margins
- B. Name placement
- C. Title
- D. Type of paper
- E. Use of pen
- F. Starting place for writing
- G. Folding the finished copy

II. The rough draft

III. Simple plan sheet or outline

IV. Choosing the title

Unit IV HOW TO STUDY

I. Make a class schedule

- A. Emphasis on value of time
- B. Planning for economy

II. Use of materials

III. Use of plan sheets

IV. Reading an assignment

V. Selecting details

VI. Note taking

VII. Watching an AV film

Film:
    I. Habit Patterns

Unit V USE OF LIBRARY

I. Locating materials

    A. Encyclopedias and other references
    B. Fiction and biography
    C. Books on specialized subjects
    D. Periodicals

II. Library regulations

III. Checking out library materials

IV. The card catalogue

V. Obtaining special help in the library

VI. Location of grade level materials

Unit VI THE REFERENCE MATERIALS

I. Reference materials to be used

II. Main types of reference sources available

III. Locating the right reference material

IV. Selecting a proper source book

V. Using an encyclopedia

Films:

Library films are available providing the time permits and the students have not seen the films.

Unit VII BUILDING THE SENTENCE

I. The complete sentence

   A. Subject-verb relationship
   B. Types of simple sentences
   C. Common punctuation
   D. Basic capitalization in the sentence

II. The topic sentence (for the advanced students)

   A. Introduction of the concept of the paragraph
   B. The combination of simple sentences within a unified structure

Unit VIII SPELLING

I. Importance of spelling

II. Basic rules for spelling

III. Principles of phonics

IV. Use of dictionary in spelling (a dictionary unit follows)

V. Studying spelling

VI. Our changing language

Unit IX THE DICTIONARY

I. Importance of the dictionary

II. What the dictionary contains

III. Drill in the location of words

IV. Finding out what a word means

V. Dictionary as a study aid

Units X and XI CHOOSING A VOCATION

I. Determining interests

II. Determining abilities

III. Evaluation of the vocations

- A. Chances for employment
- B. Pay
- C. Status
- D. Future
- E. Training required
- F. Etc.

Film:
Choosing your Occupation

Unit XII APPLYING FOR A JOB

I. Letter of application

- A. Information needed
- B. Form to be used

II. Application forms

- A. Filling out forms
- B. Information needed
- C. Obtaining application forms

III. Arranging for an interview

IV. The school as a source for job opportunities

V. Practice in writing letter of application

Film:
Planning for Success

Unit XIII and XIV THE INTERVIEW

I. Making the appointment for an interview

II. Appropriate dress for the job applicant

III. The importance of promptness

IV. Information necessary for the interview

V. Possible questions the job applicant should expect

VI. Sample interviews

  A. Between teacher and student
  B. Between students

Unit XV THE TELEPHONE AS AN AID IN OBTAINING A JOB

I. Making appointments by telephone

II. The telephone interview

III. Introductions by phone

IV. Securing information by telephone

V. (This unit should include other telephone situations, including t
personal call)

Unit XVI THE SIMPLE BUSINESS REPORT

I. Reporting an accident

  A. Stating the facts
  B. Information needed
  C. Necessity for clarity and simplicity

II. The progress report
  A. Reporting what has been accomplished
  B. Possible methods of relating information
    1. Charts
    2. Graphs
    3. Drawings
    4. Etc.

Unit XVII REVIEW FOR SEMESTER TESTS

This entire unit should be devoted to review of the basic concepts of writing, reading, oral reporting, and spelling. The students should also be given the opportunity to finish their outside reading projects

First Semester Examinations

Unit XVIII

Second Semester

Personal Development

Unit I ATTITUDES

I. Home

- A. Attitude toward parents
- B. Discipline
  - 1. Amount necessary
  - 2. Type or form

II. Attitudes toward life

- A. Optimistic, grasping, etc.
- B. Values
  - 1. Morals
  - 2. Friends
  - 3. Religion

Film:
Understanding Your Emotions

Unit II HOBBIES

I. Need for hobbies and outside activities

- A. Longer life expectancy
- B. More leisure time
- C. Escape mechanism

II. How hobbies are developed

III. Types of leisure activities

IV. Demonstrations of possible activities

Unit III PERSONALITY DEVELOPMENT

I. Definition of a friend

II. Gaining friends

III. Dress and manners

VI. Belonging

V. Attitudes toward success

VI. Ambition and personality

Films:

The Honest Truth
Social Acceptability

Unit IV COMMUNITY RESPONSIBILITIES

I. Role of student in community

II. Responsibilities of community to student

III. Responsibilities of student to community

IV. Areas for mutual understanding

  A. School
  B. Law enforcement agencies
  C. Business people of the community
  D. City Council
  E. Neighborhood

Film:

A citizen Makes A Decision

Unit V PARENT-STUDENT RELATIONSHIPS

I. Problems teenagers face with parents

  A. Money
  B. Dating
  C. Hours

II. Problems parents face with teenagers

  A. Desire for independence
  B. Desire for status with peer group
  C. Juvenile delinquency
  D. Etc.

III. Better understanding between students and parents

Film:

Parents Are People Too

Unit VI PREJUDICE

I. Definition of the term

II. Prejudices we have in our society toward:

- A. Minority racial groups
- B. Religious groups
- C. Economic status
- D. Intellectual status

III. Factors contributing to prejudice

- A. Local environment
- B. Tradition
- C. Parental influences

Films:

Born Equal
Common Fallacies About Group Differences
Picture in Your Mind

Unit VII PERSONAL DEVELOPMENT AND CITIZENSHIP

(This unit of work should be covered just preceding the student body elections)

I. How to be an intelligent voter

II. Methods of becoming informed

- A. Assemblies
- B. Talking to candidates
- C. Reading party platforms
- D. Proper use of homeroom discussion period

III. The importance of elected student body officers

IV. Lessons to be learned from student elections

V. Judging the individual candidates

VI. Nominating conventions and their purpose

VII. Duties of convention delegates

Films:

Meaning of Elections
Majority Vote
Government Is Your Business
How We Elect Representatives
Ticket to Freedom

Unit VIII ESTABLISHMENT OF THE HOME

I. Marriage

- A. Proper time for marriage
- B. Problems of teenage marriage
- C. Finding a mate
- D. Religious differences
- E. Etc.

II. Divorce

III. Employment and necessary financial support

- A. Job frustrations
- B. Financial needs
- C. Budget

IV. Children

Film:
Our Changing Family Life

Unit IX SUMMARY AND EVALUATION OF PERSONAL DEVELOPMENT UNIT

I. Biggest problems in personal development

II. Possible solutions to these problems

III. Areas where help and study is needed

IV. Possibilities for outside help in gaining a mature attitude and solutions to problems

THE WORLD AROUND US

This unit is designed to correlate with the social studies unit on geography. Every effort should be made to relate the discussions to the social studies areas. The general subject area should provide a wealth of subject material for both oral and written work.

Unit X and XI MAGAZINES AND NEWSPAPERS

I. The newspaper

- A. Content of daily paper

B. Important sections of the paper
    1. Front page
    2. Editorial page
    3. Local news
    4. Sports page and special interest sections
    5. Etc.

II. Magazines

A. Magazines we read
B. Evaluating reading material
C. Sources of good magazine reading

III. Values of newspaper and magazine reading

Films:
Freedom of the Press
Story That Couldn't Be Printed
Keyston Idea
How to Read Newspapers

Unit XII TELEVISION

I. Programs we like

II. Best use of television viewing

III. Possible sources of personal growth through television

IV. Improvement needed in television

V. Importance of television in society

VI. Dangers of television viewing

Films:
Searchlight on the Nations

Unit XIII MOVIES

I. Movies we attend

II. Selecting our movies

III. Good and bad movies

IV. What should be expected from a good movie

V. Educational movies

A. Gaining from them
B. Value of this medium

Unit XIV and XV BOOKS

I. Contributions of books to our general knowledge

II. Other contributions from books

- A. Values
- B. Entertainment
- C. Escape mechanism
- D. Etc.

III. Selecting a good book

IV. Judging the value of a book

- A. Learning achieved
- B. Purpose served
  - 1. Entertained
  - 2. Excited
  - 3. Information gained
  - 4. Made you think
  - 5. Etc.

V. Books you would like to read

Films:

Books for Everyone
Making Books

Unit XVI THE WORLD AROUND US

I. How knowledge of the world around us contributes to our lives

- A. Why this knowledge is necessary
- B. Obligations we have to gain this knowledge
- C. How this knowledge will be of personal help

II. List methods of instruction available

- A. Books
- B. Travel
- C. Movies
- D. TV
- E. Further education

Unit XVII

This unit should be devoted to review for the semester examinations

Unit XVIII SEMESTER EXAMINATIONS

III. Writing

Communicative Writing

In a sense, all writing is communicative. It is intended to carry ideas to some human being. The term is used in a more limited sense here, in that it refers to the actual messages which are addressed in writing to one's fellow man in the course of the normal business and social life. The following are suggested activities:

I. Business letter displays

II. Writing for catalogs

III. Subscription inquiries

IV. Ordering parts

V. Claim letters

   A. A delay in the receipt of goods
   B. A shortage in the order
   C. Errors in filling the order
   D. Goods not up to specifications

VI. Business forms

   A. Invoice
   B. Bill
   C. Statement

VII. Letter-writing projects

   A. A letter requesting expert advice on a business or trade problem
   B. A letter explaining a delay in delivery
   C. A letter thanking a customer for his patronage
   D. A letter to a law firm requesting advice
   E. A collection letter
   F. Social letters (all types)

VIII. Telegrams

   A. Changing letters to telegrams
   B. Composing original telegrams
   C. Filling out telegram forms
   D. Sending a telegram (by phone order)

Persuasive Writing

The task of writing that which is to influence the opinions of other people is a part of many modern life situations.

I. Advertising

One device which makes use of advertising to develop this ability is to have the class bring in pictures of articles which are advertised in magazines or newspapers, with all accompanying printed material removed. They can be exchanged and mounted for the purpose of supplying appropriate written material. Let the pupil-composed material then be compared with the commercial.

II. Let's Change It

Let the members of the class think of some policy, law, rule, or regulation which they think should be changed. Instead of preparing a list of reasons why it should be changed, let them compose examples which would lead a reader to suspect that a change would be desirable.

III. Means of Influencing Opinion

Similar exercises may be devised in which the following means are used to influence opinion:

(a) Facts
(b) Statistics
(c) Quotations of authorities
(d) Narration
(e) Description
(f) Figures of speech
(g) References to people, places and things.

(This material must be kept on a very elementary level)

IV. Reasons for Disagreement

Some of the more able students may be assigned to search through newspapers and magazines for statements with which they disagree. They can then compose paragraphs stating the reasons for their disagreement.

V. Health and Safety

Bulletins and notices having to do with proper practices in health and safety can become subjects of this type of writing. For example, an article urging the constant use of safety glasses when working on certain machines may be written from many different angles.

Narrative Writing

The activities which call for use of the narrative technique in writing have both social and occupational aspects. They are aimed at giving the pupil some confidence in his ability to record in writing what he has seen, heard, or read. The raw material lies in his personal experiences either at work or in leisure time.

I. Past Thrills

The vivid memory of a thrilling experience which stands out in the mind of the pupil can serve as a possible introductory activity for this phase of the instruction. If the experience is first written and then read to the class, the element of interest may spread throughout the class.

II. Action into Words

As a means of providing the material for a whole class to describe, a few pupils may be chosen as actors to act out a pantomine at the front of the room. Let the rest of the class write the action as they witnessed it.

III. Recorded Events

Let the class listen to a brief recording of events on tape and then write their own account of what happened.

IV. Describing Special Events

An account of an athletic contest, movie, play, or assembly program could provide another use for this skill

V. Accident Reports

Accident reports require the ability to record connected incidents. Simulated accidents can provide the basis for practice in writing this type of work.

VI. Retelling the TV Drama

A particular television program can be assigned for the enthusiastic televiewers to transfer into written form.

Expository and Descriptive Writing

The slow learner should not be expected to do a great deal of long expository or descriptive writing. The level of performance in this area will usually be very low. However, the teacher should strive for the best possible work in all areas of written communication.

I. Simple Explanations

For elementary practice in the application of the expository technique, some members of the class can be assigned the task to demonstrating some relatively simple operation, such as folding a newspaper for ease in reading in a crowded situation, sharpening a pencil, washing a blackboard, cleaning eyeglasses, tying a tie, tying a knot, throwing a curve, making a paper box, etc. The class can then set about the business of composing clear explanations of these processes.

II. Pictures into Words

As an aid to transferring the graphic message of a picture, diagram or sketch into words, small clippings of such material from old trade magazines and sales literature may be distributed to the pupils for mounting on a piece of paper. The functions of the illustrated object, or the parts thereof, are then put into words by the pupil. If the functions are not clear, then the physical appearance may be detailed into words.

Composition Form Instruction

The RL teacher should make every attempt to have the students meet the minimum form standards established by the English department. The following requirements were established for students in AA and C classes. The RL student should be given training in the same material.

1. Use either blue or black ink or black typewriter ribbon.
2. Use only one side of the paper on formal assignments.
3. Number all pages after the first page.
4. Place this information on the paper as directed by your teacher; name, date, course, instructor.
5. Turn in evidence of planning and revision as directed by your teacher.
6. Entitle all your work: name your brainchild.
7. Use wide-lined or plain paper, 8½ x 11 inches.
8. On the first page begin writing on the second line below the title.
9. On each page leave an inch margin at the right and at the left and an empty line at the bottom.
10. Indent paragraphs one inch.

STUDENT CHECK LIST FOR COMPOSITION

NAME______________________________ DATE______________
(Last) (First)

TITLE OR SUBJECT OF COMPOSITION________________________

____

Directions:
1. Check your paper for each item listed below.
2. Correct it until you feel you cannot improve it.
3. Initial each item you have completed.
4. Attach this check list to your paper when you turn the paper in.

______ My paper has a title and it is in the proper place.

______ I skipped one line between my title and the first sentence of the composition.

______ I left a good margin on both the right and the left hand side of my paper.

______ I looked up the spelling of all words I was not positive I knew how to spell.

______ I can explain why I placed every punctuation mark where I did.

______ I have read my composition aloud to catch unintentional repetitions and omissions.

______ I arranged my ideas in the best order to help the reader understand.

______ My name, class, and date is written on the upper right hand corner of the back page.

______ I began each sentence with a capital letter and ended it with a suitable mark of punctuation.

______ I checked each sentence to see that I have both a subject and a predicate.

Remarks:____

____

____

SUGGESTED ESSAY TOPICS

The Postman Knows Everything
Father Remembers When He Was a Boy
A Champion
The Innocent Often Get Caught
My First Corsage
My Greatest Mistake
We Planted a New Lawn
We Moved to a Farm
I Fixed Him
And I Was Unprepared
I Believe in Trying
For Once, I Won't Blame the Teacher
Teachers are Funny
My Favorite Ghost Story
I Pretend I Am a Famous Person
We Never Found Out Who It Was
The Contents of His Pockets
Parents Are Human Too
What Makes a Good Driver
Manners in School
Manners in Public
How To Lose Weight (or Gain)
My First Job
How To Get Around Dad
My Brother Is a Pest
The Best Teacher I Ever Had
Why I Dislike Arithmetic
Why I Disliked the Freshman Initiation
My First Football Practice
When The Principal Sent Me Home
The Time I Played "Hookey"
How I Fooled the Teacher
Why I Don't Like to Study
Study Hall Blues
A Picnic I Enjoyed
While Waiting For the Dentist
How I Felt Before the Game
My Best Friend
Why Parents Grow Old
The Day Dad Was Angry
When Parents Are Wrong
Our Police Force
The Most Interesting Person I Know
The Type of Parent I Want To Be
The First Christmas I Remember
Why I Believe Children (should,should n
Be Taught To Believe In Santa Clau
A Good Movie I Saw Recently
My Favorite Comic Strip Character
How Receiving My Grades Affected Me
My Favorite Actor
My Shop Class
My Most Interesting Subject
Things I Like (or Dislike) About School

SUGGESTED ESSAY TOPICS (continued)

My Best Year in School

What I Expect From School

I'll Never Forget

- (a) The Talent Show
- (b) My First Home Run
- (c) When I Won the Election
- (d) When I Caught My First Fish
- (e) When I Won the Contest

My Favorite Sport

When I Tried Out For the Team

Boxing (should, should not) Be Banned

When I Learned To Swim

Why I Hate Alarm Clocks

When To Be Silent

Are Wrestling Matches "Fixed"?

A Birthday To Remember

The Night the Lights Went Out

A Decision That Changed My Life

The Way To a Girl's Heart

A Practical Joker

Blondes Are Not Dumb

A Person I Would Like To Know Better

Collecting Old Coins

Photography Is My Hobby

An Experience At the "Drive-In"

Why We Need a "Drag-Strip"

My Favorite View

A Day In the Mountains

Students Need a Code Of Conduct

The Latest Fad At School

An Experiment In Shop

What Sports Teach Youth

I Didn't Believe It

No Mother Is Like My Mother

Dad Knows All the Answers

Advice I Never Take

Why I Can't Save Money

My Grand Entrance

My Secret Ambition

What I Like(Dislike) About Boys(Girls)

Traditions In Our Family

What School Spirit Means

The Class Elections

Our Student Council

Juvenile Delinquency In My Town

The Rules Should Be Changed

Away With Examinations

Away With Supervision

Capital Punishment Is Wrong

Why Students Play "Hookey"

The Curse Of Atomic Power

What I Don't Like About Myself

I Object To Some Forms Of Discipline

The Grading System Isn't Fair

Misleading Advertising

No Required Courses In High School

Why I'd Like To Run Away To a Deserted Island

Ways To Impress a Teacher

SUGGESTED ESSAY TOPICS (Continued)

The Pains of Growing Up

Stranger Relatives

Fame vs. Reputation

Virtue Is Rewarded

Superstitions That Are Foolish

"Apple Polishing"

T. V. Commercials

Comic Books

If I Were President

Advice To a Young Camper

Hot Rodding

Where I'd Like To Spend a Vacation

The Church I Attend

Needs Of This School

Over-emphasis On Sports

Sportsmanship In Our School

Petty Thievery In School

Our School Newspaper

My Opinion Of Poetry

Once I Tried To Bluff

When I Learned Not To Gamble

Our School Custodian

My Gang

Mother's Friends

Our School Bus Driver

My Favorite Movie Star

A Teacher I'll Never Forget

The Neighbors

My Saturday Job

Prejudices

Alibis

My Preference Among the Armed Forces

Hairdos

My Parents' Criticisms Of Me

My Happiest Surprise

My Troublesome Conscience

Me - Ten Years Hence

The Best Party We Ever Had

And I Came In Dungarees!

There Was a Pillow Fight

Moving Day

My First Big Fight

My First Date

A Date I Did Not Enjoy

How to do something

- Fix a Punctured Tire
- Mow Our Lawn
- Build a Campfire
- Clean Dad's Car
- Write a Theme
- My Mother Shops
- To Make Something (cabinet, table, etc.)
- I Make Fudge
- I Make a Radio
- I Play the (Piano, Violin, etc.)
- I Read a Book

SUGGESTED ESSAY TOPICS (continued)

How to do something (cont'd)

I Earn Money

I Play (Tackle, Forward, Center)

Enjoy An Illness

Avoid Work

Be a Good Friend

Be Unpopular

Be a Good Hostess

Tease the Teacher

My Pet (Horse, Dog, Cat, Canary)

An Accident I Had

The Time I Was Scared By:

(a) A Mean Dog
(b) A Storm
(c) A Stranger
(d) Being Lost On a Hike
(e) Prowling Animals
(f) A Wild Ride
(g) Being Alone In the Dark
(h) Nightmares
(i) Etc.

You Had a Fight:

(a) With Your Best Friend
(b) A Sister Or Brother
(c) The Neighborhood Bully

When I Had Stage Fright

My Bad Temper

When I Learned To Drive

The Best Movie I Have Seen

Life's Most Embarrassing Moment

A Narrow Escape

The Day I Was a "Big-Shot"

The Day I Moved To Another School

Telephone Troubles At Our House

The Night I Ran Out Of Gas

I Can Laugh Now, But I Didn't Feel Like Laughing When:

(a) My Tent Leaked
(b) I Met a Skunk
(c) I Ate Too Many Green Apples
(d) I Had the Hives
(e) I Threw Rocks At a Wasp's Nest
(f) I Fell Asleep Getting a Suntan
(g) I Borrowed the Car and Was Caught

IV. SPELLING

I. Evaluation of student's ability

   A. Essay work

   B. General class assignments

   C. Standardized tests

   D. Scores already available from district tests

II. Teaching methods

   A. Functional (Emphasis on correct spelling on all written work)

   B. Direct

      1. Spelling lists

      2. Drill on specific areas of error from class assignments

      3. Spelling words in sentences as opposed to word lists

      4. Phonetic review of diacritical markings that would aid in dictionary work

HANDWRITING AND SPELLING EXERCISE

This exercise is designed to improve the student's handwriting and spelling. It consists of combining each of the vowels (a,e,i,o,u) with two consonants to form a short vowel syllable, and then combining each of these vowels with a silent "e" to form a long vowel syllable.

The instructor spaces the vowels (in cursive writing) across the top of the blackboard. The teacher then chooses a consonant which, for that one exercise, will be used to end all of the syllables. The students will start with the first consonant "b" and work through the alphabet using each of the consonants to begin a set of 3 letter syllables (bag, beg, big, bog, bug). After a set of syllables has been written once, the same set is rewritten below the first, but with the addition of the silent "e" on each syllable (bage, bege, bige, boge, buge).

The students are instructed to: (1) Write as quickly as possible. (2) "Follow through" on the last letter, that is, to continue the line of the last letter in an upward sweep. (3) Pronounce each syllable as he writes it.

For remedial students it is best that the teacher complete the whole exercise so that the slower students may refer to the examples for the correct formation of the syllables and the shape of the letters. This exercise takes about 15 minutes and can become a race in which the students compete with the teacher to see who completes the exercise first.

SPELLING LIST I

Every word in the following list is in The Teacher's Word Book, by Thorndike, "a list of the ten thousand words which are found to occur most widely," and in A List of Spelling Difficulties in 3876 Common Words, by Gates (Columbia University, 1937), the list of "words most frequently taught in American classrooms." Therefore, each word is commonly used and has one or more hard spots in spelling.

LIST I

SPELLING WORDS

LIST A

ability
absence
abundance
acceptance
accident
accommodate
accompany
accomplish
accordance
accurate
acknowledge
acquaintance
across
actual
advertisement
advice
affectionate
agreement
agriculture
algebra
allowance
already
always
ammunition
amusement

LIST B

analysis
angle
anniversary
announce
annual
anticipate
apologize
apparition
appearance
appetite
applied
appoint
appreciate
approach
appropriate
approval
April
apron
argument
arise
arithmetic
arouse
arrangement
article
artificial

LIST C

assembly
assistance
association
assume
athletic
attach
attack
attempt
attendance
attention
attic
attitude
attorney
attractive
audience
aunt
author
authority
automobile
autumn
available
avenue
average
awkward
bachelor

LIST D

bacon
baggage
balance
balloon
ballot
banana
bandage
banquet
bargain
barley
barrel
base
basement
basis
bean
bear
beast
beat
beauty
become
beef
beggar
behavior
being
belief

LIST E

believe
benefit
bicycle
birth
biscuit
bite
bitter
blaze
bleed
blew
blizzard
blood
blossom
board
boat
boil
bonfire
bonnet
bore
born
bottom
bought
bound
boundary
braid

LIST F

breadth
bread
break
breakfast
breast
breathe
brief
broad
bruise
build
bulletin
bureau
burglar
bury
business
busy
butcher
button
cabbage
cabin
calendar
calm
campaign
camphor
cancel

LIST G

candidate
candle
canned
cannon
canvas
canoe
capacity
captain
career
careless
carpenter
carriage
carrot
cartoon
cashier
caught
cause
caution
cedar
ceiling
celebration
cellar
cement
century
catch

LIST H

certain
certificate
chairman
chalk
changeable
channel
chapel
character
chauffeur
chimney
chocolate
choose
Christian
circular
civilization
claim
clause
climate
climb
cloak
clothes
coarse
cocoa
coffee
collar

LIST I

college
colonel
color
column
comb
coming
commence
commerce
commercial
committee
communicate
compel
complain
complexion
concern
concert
conclude
condemn
condition
conductor
conference
confidence
congratulate
conscience
conscientious

LIST J

consequence
constitution
continue
convenience
convince
cooperate
copper
copy
correspondence
cottage
cotton
cough
council
count
couple
courage
courteous
courtesy
cousin
crawl
credit
cripple
criticism
crochet
cruel

LIST K

crumb
crystal
cunning
cupboard
curiosity
current
curtain
cushion
custom
customary
cylinder
daily
daisy
deceive
decision
declaration
decorate
defense
definite
definition
delicious
depot
descend
description
deserve

LIST L

design
desirous
desperate
determine
develop
devil
diameter
diamond
dictionary
difference
difficult
diploma
director
disagreeable
disappear
disappoint
discover
discuss
disease
distinguish
distribute
divide
division
doubt
dumb

LIST M

duplicate
during
earnest
economical
efficiency
eighteen
eighth
eighty
either
elaborate
elbow
electricity
elephant
elevator
eleven
elsewhere
embroidery
emergency
employee
empty
encourage
endeavor
engine
engineer
English

LIST N

enormous
enough
entertain
enthusiastic
entrance
envelope
equipment
essential
establish
evidence
exceed
excellent
except
excite
executive
exhibition
expedition
expensive
experience
explain
explanation
expression
exquisite
extension
extra

LIST O

factor
familiar
famous
fashion
fault
favor
favorite
fearful
feather
feature
February
federal
feeble
fence
ferry
fertile
field
fierce
fiery
figure
finally
financially
flies
float
flower

LIST P

foreign
fortunate
forty
fountain
freight
friend
fruit
fuel
furnace
furniture
gallery
gallon
garage
gather
generous
genius
genuine
geography
ghost
giant
gingham
glorious
glove
goat
gossip

LIST Q

government
governor
gracious
graduation
grammar
grateful
gratitude
grease
grief
grocery
group
growl
guarantee
guard
guardian
guess
guide
guilty
gymnasium
hammer
handkerchief
handle
handsome
happen
happiness

LIST R

harbor
hastily
haul
hawk
headache
height
hereafter
heretofore
hesitate
hinge
history
hoarse
hoe
holiday
hollow
holy
honey
honor
horrible
horrid
hospital
hotel
husband
hymn
idea

LIST S

ignorance
illustrate
imagine
imitation
immediate
immense
immortal
impatient
importance
impossible
improvement
inconvenience
independent
Indian
indicate
individual
industrial
industrious
inferior
innocent
instance
instead
institute
insurance
intelligence

LIST T

knowledge
label
labor
laboratory
ladder
language
lantern
laugh
laundry
lawn
lawyer
leader
league
leather
lecture
legal
legislature
leisure
lemon
length
lesson
lettuce
level
liable
library

LIST U

license
lieutenant
lightning
likely
lily
limb
linen
living
lion
liquid
liquor
listen
literary
literature
lonesome
lose
lovable
lovely
luncheon
machine
magazine
magnificent
maintain
majority
management

LIST V

manufacture
maple
marriage
material
mayor
meadow
measure
medal
medicine
medium
melon
merit
message
metal
millinery
minute
mirror
mischief
miserable
misery
missionary
moisture
monument
mortgage
musician

LIST W

necessity
nineteen
occasion
opportunity
parliament
pneumonia
precious
prejudice
privilege
pumpkin
receive
recognize
remembrance
representative
restaurant
rheumatism
sailor
salary
sandwich
schedule
scissors
secretary
sufficient
surprise
telegram

LIST X

temperature
temporary
tennis
terrible
territory
than
theater
their
therefore
thief
toast
tobacco
together
ton
tongue
touch
towel
train
treasurer
trifle
trolley
true
underwear
unpleasant
upon

EXPERIMENTAL SPELLING EXERCISES FOR REMEDIAL STUDENTS

A possible solution to the problem of spelling instruction for the slow learner would be to teach only those words most commonly used in writing. A number of word lists have been compiled which might be used. Most of these lists are quite short. In one case the list contains only the following 50 words which ". . . make up nearly 50 per cent of all the words used by adults in writing and speaking the English language."

I
the
and
to
you
of
a
be
in
we
your
have
it
for
that
is
will
are
yours
not
as
at
this
with
but
on
if
do
all
so
me
very
my
get
from
our
was
time
put
can
one
would
he
had
go
letter
been
when
she
good

Carlson and Madden have compiled a list of 1000 most useful words and they say about their list ". . . 500 words do 50 per cent of the writing of children, 1000 words do 92 per cent of all writing. (An additional 3000 is required to cover 98 per cent of the words used in writing.) It is apparent from these figures that the first concern of the teacher should be with the progressive mastery of the 1000 most commonly used words. The State textbook in spelling presents such a list, but by the middle of the fourth grade the list has increased so that the words being presented are those of less frequent use. For the child who has not yet mastered the basic list of 1000, these additional words would seem to be of questionable value."

In the following exercises the list of words compiled by Carlson and Madden have been arranged in the order of their use and difficulty, and placed in sentences. These sentences can teach more than just spelling. They can help the slow learner to understand the slow learner to understand proper punctuation and the functional relationship of words in sentences. Troublesome words are reused in new exercises thereby providing reinforcement of previously learned words.

Another advantage, particularly for the slow learner, is an opportunity for success in spelling -- perhaps for the first time. Because these 1000 most used words are relatively simple words, a new confidence can be built up in the slow learner. Accurate spelling requires confidence and confidence in any skill is, of course, built upon success.

The following lessons are experimental exercises meant to be evaluated and revised throughout the year. It is hoped that additional spelling helps in the form of rules and methods of learning can be included after the first year of experimentation. Lessons I through 9 contain the first 250 words of the Carlson-Madden list. Lessons 10 through 19 contain the next 250 most frequently used words. The last 500 words are found in lessons 20 through 38.

In using these exercises it is considered important that the student be able to write each of the sentences correctly before he begins to work on the next exercise. The student should correct his own exercise by using the carbon copy method described in Chapter IX of this guide.

LESSON 1

1. In the summer some boys and girls help around their homes.
2. Through the years he will write many long letters to his father.
3. From his bed he saw the fire on the other side of the small town.

and
around
bed
boys
father
fire
from
girls
he
his
help
homes
in
letters
long
many
on
other
saw
side
small
some
summer
the
their
through
to
town
will
write
years.

LESSON 2

1. Each morning a mother must get her children ready for school
2. The first snow of the winter came down on a cold night before Christmas.
3. That week his brother and another boy gave their dogs to him.

a
another
before
boy
brother
by
came
children
Christmas
cold
dogs
down
each
first
gave
get
her
him
morning
mother
must
night
of
school
snow
that
week
winter

LESSON 3

1. Today our teacher gave us a good book about a great man.
2. The men of the town soon ran out of time and money.
3. The used car had seen better days.

about
better
book
car
days
good
great
had
man
men
money
our
out
ran
seen
soon
teacher
time
today
us
used

LESSON 4

1. At the back of the old house they found the beautiful tree.
2. The people in one large city of that country didn't have enough water.
3. Once in a while my father saw some water in the well, but he could not tell us how it got there.

at
back
beautiful
but
city
could
country
didn't
enough
found
got
have
house
how
it
large
not
old
one
once
people
play
tell
there
they
tree
water
well
while

LESSON 5

1. Don't you think you should have told your mother the name of the boy who took you home?
2. A few of the people in the room thought they heard something off to the left, but most of them said it was coming from the right.
3. Until now money has been too dear to him to think of giving any away to his friends.

any
away
been
coming
dear
few
friends
giving
has
heard
left
most
name
now
off
right
room
said
should
something
them
think
thought
told
too
took
until
was
your

LESSON 6

1. We can find a very nice place to get something to eat along the way.
2. You may take these things with you over to the people who are getting ready to live in the new house.
3. If I let you do what you want to do, no good would ever come of it.

along
come
do
eat
ever
find
getting
I
if
let
live
may
new
nice
no
over
place
ready
these
things
want
who
with
would

LESSON 7

1. What did you take for your cold last night that made you this well today?

2. Because it will not last, we hope to make only as much as we can use in two days.

3. After each of the boys called again, the pretty girl still did not know which of the three she liked the best.

after
again
as
because
best
called
can
did
for
girl
hope
know
last
liked
made
make
much
not
only
pretty
she
still
take
that
this
three
two
use
we
what
which
you

LESSON 8

1. If we were to go next door to where he lived, we could see all five houses so much better than before.

2. Every day of the year he would say that he wanted to read more of the book he had started that summer, but he never did.

3. Christmas is always fun.

all
always
asked
be
day
door
every
five
fun
go
hard
is
lived
more
never
next
read
say
see
so
started
than
wanted
were
where
year

LESSON 9

1. The little boy went up to an old man who was hard at work and said, "I am sure you are going to be happy that I can stay here with you and play."

2. Then the kind man put down his work and said, "Your big brother comes here, also, when he is in town."

3. "Just don't let me keep you from your work or let me get into things," the boy said.

also
am
an
are
big
comes
don't
going
happy
here
into
just
keep
kind
little
me
or
play
put
said
stay
sure
then
up
went
when
work

LESSON 10

1. Saturday my uncle and aunt took my sister and me on a vacation.
2. Sometimes I had seen him study half of the night, yet he didn't get good grades.
3. He went to Blue Lake which is ten miles north of our home.
4. He knew that the head and part of the body were made of wood.
5. They had gone fishing and caught seven fish.

aunt
blue
body
caught
fish
fishing
gone
grades
head
knew
lake
miles
north
part
Saturday
seen
seven
sister
sometimes
study
ten
uncle
vacation
wood
yet

LESSON 11

1. I am glad his grade wasn't as high as mine.
2. An hour ago they set out for the camp they had built in the woods.
3. The third shot hit under his hand.
4. They won't try to take care of anything they own.
5. While the others ate dinner, we took a ride in the boat.

ago
anything
ate
boat
built
camp
care
dinner
glad
half
hand
high
hit
mine
others
own
ride
set
shot
third
try
under
wasn't
won't
woods

LESSON 12

1. He named both of the horses that were born last fall.
2. I wish he had kept the corn hot after it was done.
3. The story took place during the Second World War.
4. It was about a ship on which everyone had been killed or was lost at sea.
5. After giving her baby the milk, the mother decided to iron the clothes.

baby
born
both
clothes
corn
decided
done
during
everyone
fall
horses
hot
iron
kept
killed
lost
milk
named
sea
second
ship
story
war
wish
world

LESSON 13

1. There is an open window in the building across the street.
2. On Sunday evening we could hear the music from the church.
3. When the president learned what had happened, he jumped to his feet.
4. Later he opened the rest of the presents on the table.
5. She sent him to the store to buy some meat and eggs.

across
building
buy
church
eggs
evening
feet
happened
hear
jumped
later
learned
meat
music
open
opened
presents
president
rest
sent
sent
store
Sunday
table
window

LESSON 14

1. Because of the bad weather, the hunting party came back early.
2. It was quite dark when they stopped the ball game.
3. After he received the letter, he wrote to his family to ask about his cousin.
4. The man walked till six o'clock that evening.
5. They were swimming near land when the girl became sick.

ask
bad
ball
became
cousin
dark
early
evening
family
game
hunting
land
near
o'clock
party
quite
received
sick
six
stopped
swimming
till
walked
weather
wrote

LESSON 15

1. The red light was close to the turn in the road.
2. Miss Black had interesting eyes and beautiful hair.
3. The train reached the state line that afternoon.
4. He is a person who has a real love for the farm and all animals.
5. He said he could bring a box that would hold almost all of the food.

afternoon
almost
animals
black
bring
box
close
eyes
farm
food
hair
hold
interesting
light
line
love
Miss
person
reached
real
red
road
state
train
turn

LESSON 16

1. The cat finally jumped from its box and began to run.
2. Last year the ice stayed on the river until spring.
3. "Oh, I guess he tried doing without food." the girl said.
4. Minutes later he was riding the fast horse to the top of the hill.
5. The air was warm and he sat for an hour with his friends.

air
began
cat
doing
fast
finally
friends
guess
hill
jumped
hour
ice
its
minutes
oh
riding
river
run
sat
spring
stayed
top
tried
warm
without

LESSON 17

1. The boy played all day and wouldn't even stop for supper.
2. When he arrived, he found he had not brought the books for his reading class.
3. He will sleep upon the ground between the two houses.
4. Yes, the young man fell from one of the trees yesterday.
5. It's too bad we couldn't buy such fine looking horses.

arrived
between
books
brought
class
couldn't
even
fell
fine
ground
houses
it's
looking
played
reading
sleep
stop
such
supper
trees
upon
wouldn't
yes
yesterday
young

LESSON 18

1. The teacher said, "I'll show you that his paper is the same as yours."
2. Which of those people are having their picture taken together?
3. Did Mr. and Mrs. Green want a different lot?
4. He was poor, but he lived a full life and died when he was one hundred years old.
5. He might visit us when the trip he is making is finished.

died
different
finished
full
green
having
hundred
I'll
life
lot
making
might
Mr.
Mrs.
paper
picture
poor
same
show
taken
those
together
trip
visit
yours

LESSON 19

1. Please do not leave everything on the floor when you are through playing.
2. "I'm writing an important letter to send to my daddy," the girl said.
3. Since he cut his foot, he can't walk.
4. Lots of times their father had given them candy for being good.
5. Why not start working at the far end in front of the house?

being
candy
can't
cut
daddy
end
everything
far
floor
foot
front
given
I'm
important
leave
lots
playing
please
send
since
start
times
walk
why
writing

LESSON 20

1. Because of the rich soil, his potatoes had grown quickly.
2. A sudden change of the climate could kill the cotton crops.
3. It was the season to plant flowers and vegetables in his garden.
4. His cow liked to roll in the mud in the corner of the field.
5. There are few countries where the people enjoy a free public education.

change
climate
corner
cotton
countries
cow
crops
education
enjoy
field
flowers
free
garden
grown
kill
mud
plant
potatoes
public
quickly
rich
roll
season
soil
sudden
vegetables

LESSON 21

1. The Constitution tells how the leaders of the government should be elected.
2. He is trying to catch the rabbit that is running along the fence.
3. "My grandma came west in a covered wagon," the child said.
4. They decided to follow the dry creek bed toward the forest.
5. Our American states grew out of the English colonies.

American
catch
child
colonies
constitution
covered
creek
dry
elected
English
fence
follow
forest
government
grandma
grew
leader
rabbit
running
states
tells
toward
trying
wagon
west

LESSON 22

1. With the rope around the rock they knew they could raise themselves out of the cave.
2. They are waiting to learn the reason the report if so late.
3. The chicken laid her eggs on an old coat just inside the barn.
4. His favorite team won all its games during the football season.
5. The radio news stories said the storm had moved out over the ocean.

barn
cave
chicken
coat
favorite
football
games
inside
laid
late
learn
news
ocean
radio
raise
reason
report
rock
rope
stories
storm
themselves
team
waiting
won

LESSON 23

1. She became frightened when she heard a strange noise at the bottom of the stairs.
2. Congress passed the law on the first Monday of that month.
3. Most of the pupils were studying in the library when the fire bell rang.
4. If you take the lunch dishes to the kitchen, the cook will wash them.
5. It will cost twelve dollars and twenty cents.

bottom
bell
cents
congress
cook
cost
dishes
dollars
frightened
kitchen
law
library
lunch
Monday
month
noise
passed
pupils
rang
stairs
strange
studying
twelve
twenty
wash

LESSON 24

1. Because of the strong tail wind, the airplane used less gas.
2. The woman said, "I bought the sugar and coffee for breakfast.
3. "I'm sorry, but you were supposed to practice much longer this afternoon," his dad said.
4. He had written the number of his office telephone on a card for her.
5. The two older women fixed the flowers for the hospital.

afternoon
airplane
bought
breakfast
written
card
coffee
fixed
flowers
gas
hospital
longer
number
office
older
practice
sorry
strong
sugar
supposed
tail
telephone
wind
woman
women

LESSON 25

1. He felt too tired to answer the mail on his desk.
2. He worked for a short time at the railroad station in the village.
3. Remember to bring that package of oil paint to the art class.
4. He helped his grandmother choose a turkey for their Thanksgiving dinner.
5. Let's sell that old sled or trade it for something we need.

answer
art
choose
desk
felt
grandmother
helped
let's
mail
need
oil
package
paint
railroad
remember
sell
short
sled
station
Thanksgiving
tired
trade
turkey
village
worked

LESSON 26

1. Does he have the plan for the battle that the general showed us?
2. They visited the capital cities of eight of the southern states.
3. The captain doesn't know whether he will be able to land the plane in this weather.
4. Everybody in the bicycle club rode fifty miles.
5. The largest man in the group carried the heavy gun.

able
battle
bicycle
capital
captain
carried
cities
climb
does
doesn't
eight
everybody
fifty
general
group
gun
heavy
largest
plan
plane
rode
showed
southern
visited
whether

LESSON 27

1. He will wear his gold watch to the dance on Friday.
2. The truck probably drove to the sand yard.
3. Tomorrow they will begin the cattle drive to the mountains.
4. Whose job is it to feed the sheep tonight?
5. The deer are safe when they stand in the cover of the tall grass.

begin
cattle
cover
dance
deer
drive
drove
feed
Friday
gold
grass
job
mountains
probably
safe
sand
sheep
stand
tall
tomorrow
tonight
truck
watch
wear
whose

LESSON 28

1. The doctor was noted for his work with diseases of the blood and skin.
2. After the death of the chief, the island tribe followed his son.
3. Smoke from the burned cabin filled the sky.
4. Of course if he cannot master the language by December, he won't be able to teach in that country.
5. He used a wood bit to drill a hole in the middle of the board.

bit
blood
board
burned
cabin
cannot
chief
course
death
December
diseases
doctor
drill
filled
hole
island
language
master
middle
noted
skin
sky
smoke
son
teach

LESSON 29

1. Anyone can order a pair of shoes from that company.
2. After they are married, they expect to move in with her folks for awhile.
3. She stood very still and watched the squirrel hunt for nuts among the leaves.
4. Because he enjoyed science so much, it was an especially easy subject for him.
5. "I'm afraid I haven't that amount of money in the bank," the lady told him.

afraid
among
amount
anyone
awhile
bank
company
easy
enjoyed
especially
expect
folks
haven't
hunt
lady
leaves
married
move
nuts
order
pair
science
shoes
squirrel
stood

LESSON 30

1. The ice is nearly thirty inches thick in the place where they skate.
2. In the past the main beach was clean and wide and the water was very deep.
3. The stone he threw missed the pole and hit a sign on the wall of the hotel.
4. If you are careful, it is possible to cross the river below that point.
5. He forgot to pay for the whole wheat bread.

beach
below
bread
careful
clean
cross
deep
forgot
hotel
inches
main
missed
nearly
past
pay
point
pole
possible
sign
skate
stone
thick
thirty
threw
wall
wheat
whole
wide

LESSON 31

1. Though she was very interested in the book, she had to read page nine twice.
2. "If he had listened to what I've been saying, the fight would never have started," the woman said.
3. We could get clear pictures on our television set, but the sound was dead.
4. She liked the doll with the yellow silk dress.
5. The machine could form several thousand toys in a day.

clear
dead
doll
dress
fight
form
interested
I've
liked
listened
machine
nine
page
pictures
saying
several
silk
sound
television
though
thousand
toys
twice
woman
yellow

LESSON 32

1. He had to shoot the brown bear that had been following him across the valley.
2. That lovely bird is very common in the central and western states.
3. She could hardly believe that her apple cake had won first prize at the fair.
4. We were hoping to wait until it turned cool before we began to travel.
5. "I was in such a hurry that I gave you the wrong address," his wife replied.

address
apple
bear
bird
brown
cake
central
common
cool
fair
following
hardly
hoping
hurry
lovely
prize
replied
shoot
travel
turned
valley
wait
western
wife
wrong

LESSON 33

1. The king himself led the merry band of men.
2. Only someone with a very low voice could sing that song.
3. The boy said, "I'll bet that bright star is really as large as our sun."
4. If he can throw a pass to the center, there is a chance we can save the game.
5. Because they speak such broken English, we can hardly understand a word they say.

band
bet
bright
broken
center
chance
himself
king
led
low
merry
pass
really
save
say
sing
someone
song
speak
star
sun
throw
understand
voice
word

LESSON 34

1. The news story says that he was hurt so badly that he had to be carried out of the ring after the fourth round.
2. Our boat had enough power to pull ahead of the other ones near the end of the race.
3. If there isn't plenty of rain, the grain will grow very slowly.
4. She is against telling her true age even on her birthday.
5. If he builds the bridge with wood, the salt water will cause little trouble.

against
age
ahead
badly
birthday
bridge
builds
carried
cause
fourth
grain
grow
hurt
isn't
ones
power
plenty
pull
race
rain
ring
round
salt
says
slowly
telling
trouble
true

LESSON 35

1. "It was awful to watch the wild animal climb straight toward my pet cat," the girl said.

2. The suit and hat are the right size, but the colors seem too bright.

3. If it is not too sweet, he will surely drink every drop in the glass.

4. His words came as a wonderful surprise since he usually just said, "Hello."

5. I believe it was just a matter of luck that their basketball team was able to beat ours.

awful
basketball
beat
believe
climb
colors
drink
drop
glass
hat
hello
luck
matter
pet
seem
size
straight
suit
surely
surprise
sweet
usually
wild
wonderful
words

LESSON 36

1. Would you at least help them hang the flag for our program?

2. Maybe you would be rather scared too if you spent the night there alone.

3. Did they break in and steal the silver case while you were asleep?

4. It was very funny to see the fly walk across his face and sit on his nose.

5. Please carry that basket of fruit that I have just picked and place it on the seat of my car.

alone
asleep
basket
break
carry
face
flag
fly
fruit
funny
hang
help
least
maybe
nose
program
picked
rather
scared
steal
seat
spent
silver
sit

LESSON 37

1. "I shall never forget the sight of that poor animal with its leg caught in a trap." the woman said.

2. I would like to meet him and sincerely thank him myself for the present he sent.

3. Above all he hadn't been certain that the idea would truly help their business.

4. The piece of the wagon is either behind the chair, or else someone has taken it outside.

5. He often takes the furs and other goods to the mouth of the river by boat.

above
behind
business
certain
chair
either
else
forget
furs
goods
idea
leg
meet
mouth
myself
often
outside
piece
present
shall
sight
sincerely
takes
thank
trap
truly

LESSON 38

1. Instead of thinking, he did nothing except talk.

2. When he awoke at noon, his brothers were already busy.

3. He seems to spend all of his time sitting in the hall studying his history lesson.

4. "I didn't mind living in the East while my husband was in the army," she replied.

5. Even though the earth was soft, the stick broke when he tried to drive it into the ground.

6. The health report showed that people have less heart trouble if they do not become too fat.

awoke
already
army
become
broke
brothers
busy
earth
east
except
fat
hall
health
heart
history
husband
instead
lesson
mind
noon
nothing
replied
spend
showed
sitting
soft
studying
stick
talk
thinking

LIST II

TWO HUNDRED SPELLING WORDS

absence
accidentally
acquaint
across
all right
already
although
always
ambition
among

angel
angle
answered
anxiety
appreciate
arctic
argument
article
athletics
author

avenue
awkward
beautiful
because
before
begin
beginning
believe
benefit
bicycle

boundary
business
buy
captain
ceiling
character
chimney
chorus
chose
chute

climb
college
coming
cordially
corner
cousin
criticism
deceive
decide
decided

decision
definite
democracy
democratic
dependent
descend
describe
describing
description
determine

difference
different
dining
disappear
disappoint
doctor
doesn't
dropped
dropping
eighth

embarrass
especially
every
except
exception
excitement
exciting
exercise
experience
familiar

families
favorite
February
fiction
fierce
finally
first
forty
four
friend

getting
government
governor
grammar
guard
hobby
hoping
horse
hospital
humorous

imagine
immediately
Indian
instead
interesting
its
it's
leisure
library
lieutenant

lightning
literature
lose
losing
medicine
minute
mischievous
misspelled
murmur
mystery

necessary
nickel
nineteen
ninety
ninth
noticeable
occasionally
occur
occurred
occurrence

often
parallel
picnicking
planning
pleasant
pneumonia
preferred
privilege
probably
quiet

quite
really
receive
recommend
relieve
remember
sacred
safely
Saturday
scared

scene
secretary
seize
sentence
separate
shining
similar
since
sincerely
skiing

soldier
special
stopped
studied
studying
succeed
suggest
summary
suppose
surprise

syllable
tariff
their
there
they're
thought
through
together
toward
tried

truly
Tuesday
twelfth
unnecessary
until
unusual
usually
vacation
villain
watch

weather
Wednesday
weird
whether
whisper
writer
writing
written
your
you're

V. Reading

I. Evaluation

- A. Based on check of oral reading ability
- B. Standardized test scores
- C. Discussion with reading teacher
- D. Observation of student in class work

II. Approach

- A. Direct
  - 1. Reading for appreciation and enjoyment
  - 2. Reading to broaden the interests of the student

- B. Individual emphasis
  - 1. Reading to elicit writing experiences
  - 2. Reading as a result of student interests

(Due to the emphasis on social studies in the reading course, it is felt that there might be a possibility that the literature program might be slighted. The teacher of the Social Studies program should work with the writing teacher to maintain a proper balance in the total reading program and to deal with individual reading problems. Emphasis should be placed on reading as an enjoyable experience in pursuit of individual interests.)

The Short Story

The short story presents one of the best means of introducing poor readers to pleasure reading. There is an appeal in its brevity and lack of complexity. The pleasure element is rather easy to analyze as the narrative is wound around a singleness of effect. A number of varied types of short stories can be read in a short time and comparisons are possible approaches to the short story on the first year level.

I. Stimulating interest

Some of the more familiar names in short-story writing are listed on the board and discussion centers around pupil experiences. Choose an author that is familiar to all. As the discussion proceeds, the teacher introduces talk of other stories and writers. If possible, a copy of the book containing the story or stories is offered to anyone who expresses interest in reading a particular story or type of story. The teacher can usually raise interest in an author by reading a sample short story to the students.

II. Committee Projects

Several pupils may be reading the same four or five stories during the allotted time and may work as committees on various projects such as illustrations to accompany the story, preparation of test questions on the story content, panel discussions on the strong and weak points of the stories, or preparing reviews of the stories for a book review column.

III. Checking Progress

Reading progress may be checked daily or less frequently by such simple devices as brief questions, inspection of reading progress, inspection of committees' work, etc.

IV. Ending the Unit

The concluding day or days for the study of the short stories may be devoted to panel discussions, committee reports, etc. Let the class question other members of the class on the story content.

Biography

Biography is introduced to acquaint the slow learner with the form and values of pleasure reading. The interest level seems to rest in the walk of life in which the subject of the biography belongs. Automobile pupils should enjoy reading about Walter Chrysler or Henry Ford. The electrical experiments of Edison are usually appealing to all young people. The success stories of athletes, aviators, and explorers can attract student interest.

I. A Starting Point

The same techniques employed as motivating devices for the short story can serve to introduce biographical writings. Book cover displays, discussions, etc., are all devices which will help to interest the students.

II. The Human Element

The value of biography has long been obvious to all. One person finds inspiration while another finds comfort in the human errors made by some of the great people. A short paragraph on Babe Ruth's little trips in and out of the industrial school can be written up for class presentation and discussion.

III. For Discussion

Panel discussions may be arranged on the subject of great men. The students will be able to express themselves on ideas relative to this field.

IV. Source

The Landmark Series (Random House) and The American Heritage Series (American Book Co.) are sources of much good biographical material for the slow student.

Poetry

Poetry is included as a part of the reading course with emphasis on pleasure. Little reference to the mechanics of poetry is advisable.

I. Humor

Interest in poetry can be stimulated by using humorous verse. Robert Service narratives are usually popular.

II. Suspense

Suspense poetry is often popular with the slow student. This poetry must be read with feeling and emotion.

PUPIL'S READING RECORD

NAME____COURSE______________

YEAR__________ TEACHER_____________________

TITLE OF BOOK	AUTHOR	NO. PP.	TYPE OF BOOK	COMMENT

VI. Oral Presentations

The slow learner should be given every opportunity to present oral material. Even his questions require oral phrasing.

I. Chalk Talks

To show, or give a visual demonstration, allows the speaker time to think on his feet. The visual object can serve as a point of reference for a speech.

II. Demonstrations

A small machine, object, or model may serve as a focal point for a student speech.

III. Evaluation

Care should be taken to make sure the speaker has pleasant surroundings. Students should not be allowed to disrupt or disturb the student appearing before the group. The teacher should exercise great care in rendering any type of negative evaluation before the entire class. Students should **NEVER** be forced into any type of oral presentation.

Rating Performance

A rating chart which may be used by teachers can be any of the possible variations of the following:

Manner:	(5)	(4)	(3)
1. Presence	at ease	nervous	very upset
2. Enthusiasm	high	moderate	none
3. Posture	good	distracting	poor
4. Appearance	attractive	presentable	poor
5. Gestures	appropriate	forced	none
Voice:			
1. Audibility	distinct	occasionally indistinct	frequently indistinct
2. Tone	pleasing	harsh or grating	monotone
3. Rate	proper	slightly fast-slow	very fast-slow
4. Enunciation	good	fair	poor
5. Force	forceful	some force	weak
Matter:			
1. Organization	good	fair	poor
2. Length	appropriate	slightly short-long	very short-long
3. Grammar	proper	fair	poor
4. Illustrations	applicable	not suitable	unclear
5. Information	accurate	fairly accurate	inaccurate
Audience Reaction:			
1. Attention	complete	nearly complete	inattentive
2. Feeling	at ease	apprehensive	distracted
3. Comment	favorable	no comment	critical
4. Understanding	good	fair	puzzles
5. Topic	suitable	nearly suitable	no appeal

(Allow the students to construct a self-rating chart)

Using The Telephone

The telephone is so much a part of the social and business activities of modern life that instruction in its proper use assumes rather important proportions. Two attitudes in connection with the telephone sometimes prevail among pupils. One of these results in an abuse of the telephone as a means of social communication; the other fosters a reluctance to use the telephone as an effective business instrument. The first of these attitudes would seem to indicate the value of activities designed to emphasize telephone etiquette; the latter would seem to require instruction and practice designed to build confidence in its correct use.

I. Using the Directory

Instruction procedures centering around the use of the telephone directory itself may prove helpful. A few directories borrowed for classroom use may be suitable for little exercises in looking up numbers and using the classified section.

II. Handling the Instrument

Training in the actual handling of the instrument will be considerably enhanced if one or two of the instruments are made available for classroom use. Such activities as dialing, calling Information, placing an out-of-town call, locating an emergency agency such as the police or fire department can have valuable results.

III. Telephone Situations

The instructor can devise a series of telephone situations similar to the following for pairs of pupils to enact in front of the class.

A. Planning with a friend for a picnic or party.

B. Talking with some member of a friend's family while waiting for the friend to come to the phone.

C. Inquiring about a friend who is sick.

D. Shopping for some article by telephone.

E. Making a business complaint or asking for an adjustment.

F. Getting railroad, express, or some other information.

G. Telephoning a long message for someone else.

H. Arranging for a meeting.

I. Answering phone for a business firm.

J. Making appointments with a doctor or dentist.

IV. Evaluating Performance

A check list of items may be prepared for evaluating telephone procedure.

A. Is the purpose of the call clearly in mind?

B. Is the instrument handled correctly?

C. Is the talk natural?

D. Does the caller identify himself properly?

E. Is the pupil's speech clear and distinct?

F. Is the pupil's manner courteous?

G. Is the conversation properly terminated?

V. Model Conversation

A committee of pupils might prepare a model telephone conversation script for recording. The recording could be made and played to the class for discussion of its values.

VII. How to Study

Explanation

At the beginning of the first year of high school, the English class may assist in the orientation of the newly arrived pupil by acquainting him with some of the procedures which make for order and economy of time, both in and out of school.

Activities

I. Have the students make a class schedule. This will help them to develop a feeling for the economy of time and to realize the value of planning.

II. The students should be given the opportunity to gather materials. This will encourage the methodical preparation of materials and help them to develop responsibility in the care and preservation of the materials.

III. Have the students organize their materials. This helps to develop techniques of orderly arrangement.

IV. Allow the students to prepare a notebook. This technique instills appreciation of a properly divised recording instrument.

V. The instructor should allow the students to use the library. The students need to develop skill in the use of library tools.

VI. Note-taking instruction is necessary to provide an efficient method of solidifying achievement.

VII. Instruction should be given in reading for an assignment to develop skill in detecting main points through skimming.

VIII. The students should learn to use the various parts of a book to develop skill in the use of books.

IX. Some instruction should be given in simple outlining to instill the habit of logical thought development.

X. Skill in selecting details will help the students to develop patience and good judgment in the quest for information.

XI. Individualized assignments will help to encourage the students in independent action.

XII. The students should be presented films which indicate proper thought and study habits. These films should provide the students with expert models in procedure.

VIII. Orientation

Learning about a High School

Speaking, Listening, Reading, Writing

I. Discuss what is new about a high school

- A. How to save time moving from room to room.
- B. How to learn to know more teachers.
- C. How to get acquainted with the counselor, nurse, etc.
- D. How to get acquainted with the student leaders, and student body officers.
- E. How to plan for care and safety of books, lunch, and gym clothes.

II. Learning to get around

- A. Copy your program into notebook
    - 1. Spell subject and teacher names correctly
    - 2. Capitalize proper names
    - 3. Punctuate titles, initials, and abbreviations correctly

- B. Learn directions
    - 1. Learn direction to various rooms, offices, buildings
    - 2. Plan efficient daily route from class to class

- C. Write about new experiences
    - 1. Make a list of new responsibilities
    - 2. Write a paragraph about your new school

III. Learning more about the school

- A. Name personnel connected with various offices
    - 1. Use correct titles such as Dr., Mr., Mrs., and Miss
    - 2. Practice pronouncing the names correctly

- B. Practice giving directions as to how to find various offices
- C. Discuss school services with students
- D. Learn when these services are available (attendance office, counselor, nurse)

IV. Learning about student organizations

- A. Student government
- B. Service and hobby clubs

V. Learn about school regulations

    A. Library
    B. Fire drills
    C. Lunch periods

VI. Related writing experiences

    A. Write a note thanking a person for helping you during your first day at school.
    B. Write a letter to a friend about your first day of school.

IX. A Proposed Inexpensive Method of Utilizing Teacher-Created Programed Materials

The use of any programed materials in the classroom must take into consideration the six general principles of training. A teacher should provide for:

1. immediate knowledge of the results of practice
2. avoidance of interference due to habit
3. a variety of practice materials
4. a variety of methods of presenting these materials
5. a knowledge of general principles related to the learning
6. effective guidance

It is obvious that a teacher should not settle for only one system of programed materials. The attack on the problem of increased efficiency in the classroom should be made from all directions, using every possible device or method.

An examination of any classroom situation will reveal good teaching embodying most of the six principles stated above. There is one persistent exception, however, that has long troubled the teacher in the traditional classroom: it is—how can immediate knowledge of the results of practice be given? Traditionally, papers, are handed in for correction and evaluation by the teacher. This consumes time and does not provide for the student's own evaluation of his progress. When the papers are finally returned the student often merely glances at the grade and discards the paper.

It seems that the central issue in this problem is based on the need for each human being to represent himself in the best possible light. This, plus the importance placed on grades, often leads to misrepresentation by the student if the opportunity is present. (It is felt that such a term as "dishonesty" is inappropriate here because it does not reveal the underlying facts of situations and personalities.)

Most teaching machines and programed materials seek to eliminate this problem, and do so to some degree. Students are, by these methods, allowed immediate knowledge of the results of their work. There is one weakness, however, that is inherent in the teaching-machine method. The presentation of material in a question-response-correct answer form leaves the learner primarily passive. He is not required to take an active part in reviewing or searching for the correct answer. It just appears. The process of successful learning and retention demands active participation on the part of the learner.

The following simple and inexpensive method will provide for both the student's active participation in the correction of errors, as well as the immediate knowledge of the results of his practice.

1. The exercise or test is written on a specially prepared paper. This consists of two answer sheets with a carbon between--the three stapled together.

2. The student completes the work, returns the original and the carbon paper to the teacher and keeps the carbon copy which he corrects himself.

3. After correction, the student returns the carbon copy to the teacher who may easily and quickly compare both copies. He then makes and records an evaluation of the student's work.

Careful selection of paper, kind and color of carbon, or the use of the new chemically-treated duplicating paper, would help to minimize student misrepresentation.

APPENDIX

APPENDIX

Film Descriptions

The films that are listed on the following pages are suggested as a means of eliciting oral and written expression from the students. Topics have been selected which will"tie-in" with the suggested unit topics.

Most of the films are of five to fifteen minutes in length. The short films should allow ample time for the students to record their reactions to the topics selected. In some cases the teacher may wish to carry over the general topic area more than one day.

Even though the following films are suggested for use, the teacher would be wise to preview the film selected for use to determine the suitability of the film to the class.

Grade level guide for films:

U . . . . upper
H . . . . high school and above
T . . . . . . teacher and adult

All films are available through the San Diego County Department of Education Curriculum Library unless they are listed as being available at the Grossmont District Film Library.

ENGLISH

MP420.9 English Language: Story of its Development UH
10 min.
I [illegible] 1952

Reviews the history of England with its many invasions and conquests and points out the imprint each left on our language. After 1500 it changed more slowly because of many factors but it is still growing and changing as a result of new ideas and conditions.

MP421.5 Improve Your Pronunciation UH
10 min. 1949

Shows a student who has trouble with pronunciation how he can improve by following these rules: 1. Pronounce every syllable; 2. Pronounce each sound correctly; 3. Use accepted pronunciations, use natural pronunciation.

MP914.2 England, Background of Literature UH
10 min. 1948

Provokes classroom discussion and a desire to share the works of Dickens and the poets mentioned in the film.

MP028 Find the Information UH
10 min. 1948

Helps students to find information and use a library. Introduces library catalog, encyclopedia, Reader's Guide, World Almanac, Who's Who, Biographical Dictionary.

MP020 Know Your Library UH
10 min. 1946

From this film students will learn something of the over-all organization of a typical high school library, how to use the card catalog, the principles of the Dewey decimal system, and how to use the encyclopedia, the Reader's Guide and the vertical file.

MP328.1 Parliamentary Procedures in Action UH
12 min. 1941

Shows a high school club holding a regular business meeting in which the order of business is followed from the call to order to adjournment. The secretary's minutes, committee reports, discussion, and the most frequently used kinds of motions are included.

MP328.1 Speech: Conducting a Meeting UH
10 min. 1952

Demonstrates and explains parliamentary procedure in conducting a meeting.

MP301.15 Getting the Facts H
11 min. 1953

Uses the situation of a citizens' meeting discussing a new junior high school to point out the necessity of gathering facts from many sources, pooling the information, and forming decisions on facts rather than prejudices.

MP808.5 Say What You Mean HT
20min. 1957

A discussion of effective speech-making in terms of communication. Clear concepts, simple language, and techniques of practice are discussed and illustrated.

MP808.5 Speech: The Function of Gestures UH
10 min. 1950

A poor speaker and a good one are seen giving the same speech, but one uses gestures. Gestures for description or emphasis are described. Practice before a mirror is demonstrated.

MP808.5 Speech: Planning Your Talk UH
11 min. 1951

Demonstrates the importance of planning and organizing a talk, and the basic steps in such preparation.

MP808.5 Speech: Using Your Voice UH
10 min. 1950

Illustrates three basic rules of good speaking, with examples of good and bad practice.

MP612.78 Your Voice HT
10 min. 1950

Gives a general introduction to an understanding of voice production.

MP372.42 Improve Your Spelling UH
10 min. 1951

Shows a high school boy improving his spelling by going through five steps with each troublesome word: Visualize and hear the word, imagine the word by writing out with finger and saying to self, check the word, write the word several times, check again.

MP429.3 Build Your Vocabulary IUH
10 min. 1948

Shows father taking a cue from his son and embarking on a program of vocabulary improvement, after finding himself at a loss in a civic meeting because of a lack in his vocabulary.

Journalism and Books

MP323.4 Freedom of the Press UH
20 min.

Introduces subject with portrayal of Peter Zenger's trial. Shows responsibilities of free press and results of "free" as opposed to "controlled" press. Shows modern newspaper processes.

MP973.2 Story That Couldn't Be Printed UH
11 min.

Pictures the struggles of John Peter Zenger, printer and publisher of colonial times, who was prosecuted, arrested and tried for published anti-British reports. First victory in the battle of freedom of the press.

MP621.38 Searchlight on the Nations UH
20 min 1948

Shows the role of press, radio, films, and TV in world affairs, especially in the work of United Nations. Free exchange of information is deemed vital to the welfare of all peoplés.

MP002 Books for Everyone UH
10 min. 1949

Shows how the manufacture and distribution of millions of paper-bound books makes every type of publication easily accessible to all. Interesting shots of the printing and binding processes. Issued by the Reorientation Branch of the Army.

MP655.5 Making Books IUH
10 min. 1947

Shows how books are mass produced. Indicates the human talent and machinery necessary. Explains process from author's manuscript to finished book.

MP070 How to Read Newspapers UH
10 min. 1951

Illustrates that newspapers can give **information**,, opinion, or entertainment. Demonstrates techniques such as skimming for articles of interest and looking for answers to key questions, also uses of various parts of the newspaper such as the editorial page.

MP070 Keyston Idea UH
25 min. 1952 **color**

Dramatizes the role of the newspaper in a community. The local editor stops publication and goes fishing to test people's reaction. He is "persuaded" to resume at a town meeting where citizens tell what a newspaper means to them.

Personality

MP177 Social Acceptability HT
20 min. 1958

Social acceptability, happiness, and successful adjustment are discussed and illustrated through a case study of a girl who isn't accepted by the gang she wants to join. Points out parents'place in the complex picture.

MP177 The Honest Truth UH
5 min. 1953

Poses question whether frankness or evasion is better when someone's feelings may be hurt. A popular but untalented girl acts in a play, asks a boy who has been critical how she did. What should he answer?

MP616.8 Act Your Age UHT
13 min. 1949 color

Displays common types of "infantile reactions" and then shows how we can, through understanding and insight, attempt to overcome the inability to "grow-up."

MP177 The Gossip UH
13 min. 1955

Shows the effect a gossip has on two girls' friendship and the effect on the girls as one fights against the untruth and the other realizes how wrong she has been. Closes with questions for discussion.

MP395 Date Etiquetts UH
10 min. 1952

Shows the ways of asking and accepting dates, meeting the girl's parents, behavior at an affair, eating at a restaurant, going home, and saying goodnight.

MP157 Understanding Your Emotions UH
16 min. 1950

Introduces the basic emotions of fear, rage, and love. Discussion conditioning, effects of emotion on bodily functions, and measuring of emotional responses.

MP395 Are You Popular? UHC
10 min. 1948

Shows how teen-agers, Carolyn and Wally, are careful of their appearance, polite to others, considerate in arranging dates, businesslike on the telephone, careful in planning their activities, cooperative with their parents, always well-mannered.

MP177 The Griper UH
12 min. 1954

Stimulates discussion by showing a teen-age boy's conscience commenting as he constantly "gripes" and complains and contrasting this behavior to that of his cheerful companions.

MP177 How to Say No H
10 min. 1951

Discusses some practical methods for teen-agers to use when refusing to drink, to smoke, or to pet with friends. Skills include avoiding difficult situations, using distraction, knowing when to say no and developing personal standards.

MP177 Person to Person Communication UHT
14 min. 1956

Bad handling of situation followed by what might have happened if three rules had been followed; (1) consider what is being taken for granted (2) what is other person's point of view (3) what feelings are coloring the situation.

MP177 By Jupiter H
27 min. 1947

Tells the story of "courtesy is contagious" through a blend of fantasy and reality. Approaches the universal problem of improving the attitude of man toward man.

MP171.6 Beginnings Of Conscience H
16 min. 1957

An introductory sociology film tracing conscience back to childhood and through a gradual, usually unknown, growth to adulthood. Very useful to stimulate thought and discussion.

Citizenship

MP177 Having Your Say H
6 min. 1955

Having been denied the use of a community center without a hearing, a group of teen-age youths must decide whether to allow the opposition to speak at a meeting they are holding. The answer is left to the film audience.

MP177 Majority Vote UH
7 min. 1953

Poses the problem of the proper relationship between a representative and those he represents. A class representative votes for an unpopular measure and is taken to task by her classmates. She defends her vote on the basis of fact. No final answer is given.

MP177 One Man's Opinion UH
6 min. 1953

High pressure methods are used in a high school fund raising campaign. One boy, who believes in the project, will not contribute because he disagrees with methods used. Poses problem but does not give answer.

MP177 Respect for Property U
11 min. 1952 **color**

Uses the story of a boys' clubhouse broken into by a rival group to emphasize why and how we show respect for property.

MP177 Right or Wrong? H
10 min. 1951

A boy is apprehended after his gang breaks some windows. He is innocent but refuses to name the others. Discussion may center on positions taken by night watchman, boy's mother, police, warehouse owner, social worker.

MP324 Government is Your Business UH
30 min. 1952

Presents story of a college graduate who enters politics. He withstands the pleas of the corrupt opposition to join the gang, is tricked into debating a state's attorney, but the sincerity of his appeal wins over the people and the governor.

MP324 How We Elect Our Representatives IUH

Mary is just twenty-one and we follow her as she registers for voting and votes in the primaries and in the general election.

MP324 Meaning of Elections UH
10 min. 1953

Explains the meaning of elections, emphasizes active citizen participation in elections and in other political activities. Discusses powers and responsibilities of elected officers. Criticizes length of the ballot and electoral college.

MP324 Ticket to Freedom UH
14 min. 1952

A non-partisan appeal to American voters to exercise their franchise. Dramatizes the poor voting records of the past, explodes many of the common excuses for not voting, and outlines a four point program for every voter to defend his basic freedoms.

MP323.6 A Citizen Makes A Decision UH
18 min. 1954

Shows the steps by which a citizen in a democracy decides how to vote on a flood control issue. Steps indicated are: recognize or face the problem, dig out the facts, weigh the facts, make a decision on the basis of the facts.

MP323.35 A Citizen Participates UH
25 min. 1953

Dramatizes community action with everyone working together to interest a doctor in coming to their small town. Shows individual initiative and leadership also.

MPF Man Without a Country UH
22 min. 1953

A Judge swearing in new citizens tells the famous story of the naval lieutenant who at his trial for treason in the early 1800's declared he never wanted to see the U. S. again, and did not until after 50 years at sea.

MP342 Due Process of Law Denied H
29 min.

Points up dangers of mob violence and of denying due process of law. Drives home very effectively the necessity for a system of law which protects the individual. Adapted from 20th Century Fox film, "Ox-Bow Incident."

MP342 Justice Under Law UH
30 min. 1947

Emphasizes the ideal of justice under American law. Shows a true case in which a prosecuting attorney fulfilled his duty to protect the innocent. Adapted from 20th Century Fox's "Boomerang."

General

MP131 Attitudes and Health H
10 min. 1949

Explains one of the ways in which emotional problems affect physical health, with some practical advice for achieving right attitudes and perspective.

MP647.1 Your Thrift Habits UH
10 min. 1948

Shows students that by setting up a budget for systematic saving, by careful buying, choosing between immediate and future satisfactions, they will attain many material goals in life.

MP371.42 Choosing Your Occupation UH
8 min. 1949

Considers two factors--self-appraisal and occupational possibilities. Guidance facilities are presented.

MP341.1 Born Equal UH
10 min. 1952

Interprets the United Nations Declaration of Human Rights by contrasting life in free Australia with that in Hitler's Germany with its lack of freedom and rights. Stresses right to education, freedom of religion, freedom of speech, freedom of movement.

MP174 Planning for Success UH
10 min. 1951

Shows how a boy with a sense of failure, reacts to wise and sympathetic counseiing by establishing his own goals realistically and thus achieves success.

MP173 Parents Are People Too UHT
15 min. 1955

Shows teacher helping class understand parent-adolescent relationships. Teen-age "gripes" about parents are discussed. Positive action is encouraged. Related to the book "Health and Safety For You" by Diehl and Laton.

Films Available From the Grossmont Union High School District Curriculum Library

No. 16 Anger At Work 21 min.

Explains one of the mental mechanisms of man's personality, his displacement of anger onto other men and how this impairs efficiency in everyday living.

No. 86 Common Fallacies About Group Differences 15 min.

Analyzes seven common notions about races, heredity and group differences in the light of known scientific evidence and shows in what way they are all fallacies.

No. 151 Facing Reality 12 min.

Shows how a high school boy is the victim of negative social attitudes until a sympathetic instructor encourages him to talk over his problems.

No. 546 Habit Patterns 15 min.

The social and personal advantages resulting from the early formation of orderly and systematic daily habits are seen.

No. 354 Personality and Emotions 13 min.

Gives an overview of the development of emotions from infancy through early childhood, and implies that emotional maturity is a desirable goal.

No. 344 Our Changing Family Life 22 min.

Presents a contrast of family life of 1880 with that of today, and the resulting stresses on the family.

No. 361 Picture in Your Mind color 16 min.

Through animated symbolism, this film traces the background and growth of racial prejudice.

Possible Sources for Outside Reading

I. The Teen Age Book Club

The Teen Age Book Club, 351 Fourth Ave., New York 10, New York, offers an inexpensive plan of selection and provides brief descriptions of the books.

II. Fare for the Reluctant Reader

This is a splendid book list compiled by grade levels and divided into interest categories. Price: $1.00; write to the Capitol Area School Development Association, Richardson I, New York State College for Teachers, Albany, New York.

III. Books for You

This list was compiled by the National Council of Teachers of English, offers a rather comprehensive list divided into interest categories.

IV. Reader's Guide to Prose Fiction

A compilation of 1500 novels topically classified, and annotated by Elbert Lenrow for the Commission on Secondary School Curriculum. (D. Appleton-Century Company, Inc., New York, 1940)

V. A Basic Book Collection for High Schools

This list was compiled by a joint committee of the American Council of Teachers of English, offers a very comprehensive list of titles under many categories.

Suggested Library Books for Slow Readers

American Heritage Junior Library Series
American Heritage Publishing Co. Inc.

North Star Books
Houghton Mifflin Co.

The Landmark Books
Random House

The Hardy Boys Mystery Stories by Franklin Dixon
Grosset and Dunlap

Nancy Drew Mystery Stories by Carolyn Keene
Grosset and Dunlap

The Cherry Ames Stories by Julie Tatham
Grosset and Dunlap

Teen Age Mystery Stories by Frank Owen
Grosset and Dunlop

Hero Stories

Better Known as Johnny Appleseed, by Mabel Leigh Hunt; is the true story of John Chapman--pioneer, missionary, and apple lover, J.B..Lippincott Company, 1950.

Big Foot Wallace of the Texas Rangers, by Shannon Garst. He spent his manhood defending the homes of Texas. Julian Messner, 1951.

Black River Captive, by West Lathrop. He might be scalped or captured and sold as a slave, but he set out on the long journey through Indian country, Random House, 1946.

Bulldozer, by Stephen W. Meader, tells the story of a sturdy machine and a brave boy. Harcourt, Brace and Company, 1951.

Chanticleer of Wildnerness Road, by Meridel LeSuer; tells how Davy Crockett marched up the wilderness Road straight to Congress. Alfred A. Knopf, 1951.

The First Woman Doctor, by Rachel Baker. Elizabeth Blackwell dared to do a man's work. Julian Messner, 1944.

Here I Stay, by Elizabeth Coatsworth, is the story of the one girl who stayed on her farm in Maine when all the other settlers moved west. Coward-McCann, 1938.

Jinks of Jayson Valley, by F. E. Rechnitzer. A lonely boy's love of his dog and lots of swift action make an exciting adventure story, John C. Winston Company, 1950.

Man of Molokai, by Ann Roos. He gave his life to help banished people, J. B. Lippincott Company, 1943.

Snow Dog, by James A. Kjelgaard, tells the adventures of a dog who was born wild but learned to love man. Holiday House, 1948.

The Railroad to Freedom, by Hildegarde Hoyt Swift, is a Civil War story. Harcourt, Brace and Company, 1932.

Stories of Boy Scouts Courageous, by Frandlin K. Mathiews. Scouts, prepared, put their training to many hand and unusual tasks. Appleton-Century-Crofts, 1943.

The Sword and the Compass, by James Leighton. John Smith, soldier of fortune, becomes the backbone of America's first settlement. Houghton Mifflin, 1951.

Tim's Place, by Eva Knox Evan. A boy from Austria wins a place for himself with his adopted family and community. G.P. Putnam's Sons, 1950.

Young Northwest, by Richard G. Montgomery, is the sweeping story of the Northwest told by a man who lived there. Binfords and Mort, 1948.

Sports Stories

All-Conference Tackle, by C. Paul Jackson, is a story that moves as fast as the game of football. Thomas Y. Crowell Company, 1947

Batter Up, by Jackson Scholz. His brother owned a major-league team and he could have broken into baseball the easy way. William Morrow and Company, 1946.

Bill Stern's Favorite Football Stories. This is your seat on the 50 yard line at some of the greatest games in history. Doubleday and Company, 1949.

Bonus Pitcher, by Frank Waldman, is a big-time sports story packed with pennant-winning games, teams, and persons. Houghton Mifflin Company, 1951.

Connie Mack's Baseball Book. Here "Mr. Baseball" himself tells young people about the game. Alfred A. Knopf, 1950.

Cheerleading and Marching Bands, by Newt Loken and Otis Dypwick. All the color and wild excitement of the stadium are in this book. A.S. Barnes and Company, 1945.

The Dictionary of Baseball, by Parke Cummings. The more you know about the language of baseball the more you understand the game. A.S. Barnes and Company, 1950.

First Book of Baseball, by Mary Elting and Margaret Gossett is an easy book on our national game. Doubleday and Company, 1945.

Fullback for Sale, by Jackson Scholz, is the story of "athletic scholarships." William Morrow and Company, 1951.

Giant Quarterback, by Frank Waldman, is a stirring story about men who play football for pay. Houghton Mifflin Company, 1951.

Player-Manager, by Robert Sidney Bowen. Everybody but Chuck himself agreed that his ball-playing days were over. Lothrop, Lee and Shepard Company, 1949.

They Played the Game, by Harry Grayson, is the story of baseball's great. A. S. Barnes and Company, 1944.

Touchdown Twins, by Philip Harkins, is a story of perfect team play. William Morrow and Company, 1947.

Yankee Doodles, by Milton Gross, is a story of the Yankees that proves baseball players are more than men in short pants. House of Kent, 1948.

Young Razzle, by John R. Tunis, contains the thrill of big-time baseball and the excitement of a boy batting against his father. William Morrow and Company, 1949.

Backboard Magic, by Howard M. Brier, is the story of championship basketball. Random House, 1949

A Boy and His Gun, by Edward C. Janes and O.H.P. Rodman, is an introduction to hunting and to the care and handling of guns. A.S. Barnes and Company, 1951.

A City for Lincoln, by John R. Tunis, is a story of a basketball coach who got mixed up in politics in an American small town. Harcourt, Brace and Company, 1945.

Granite Harbor, by Dorothy Bird tells the story of Terry who had been the daring leader of her crowd until the accident. The Macmillan Co., 1944.

Hickory Wings, by Clem Philbrook. Perfect skiing country is the setting for a school story. The Macmillan Company, 1951.

Jeff White, Young Trapper, by Lew Dietz. The lure of the trap lines brings fun and dangerous adventure. Little, Brown and Company, 1951.

Lightning on Ice, by Philip Harkins is the story of the fastest game in sports - ice hockey. William Morrow and Company, 1946.

North Woods Whammy, by Clyde Brion Davis. He didn't trust his father or himself in the wild country. J. B. Lippincott Company, 1951.

Skymountain, by Amelia Elizabeth Walden, is the story of a college where skiing is the chief sport. William Morrow and Company, 1950.

State Champs, by Leon E. Burgoyne, is a basketball story written by the coach of a state championship team. John C. Winston Company, 1951.

Teen-age Sports Stories, by Frank Owen, is a collection of stories for boys and girls who thrill to the zest and fun of sports. Lantern Press, 1947.

Winning Dive, by M.G. Bonner. A Championship cup is almost lost through the rivalry of two boys. Alfred A. Knopf.

People Worth Knowing

In _The American Heritage Series_, some of the books tell the stories of people and experiences that helped to create those values which you cherish in America. Aladdin Books.

Battle Stations: True Stories of Men in War. These stories were selected by Margaret Scoggin, who says she chose them to show "human endurance and heroism." Alfred A. Knopf, Inc., 1953.

Code of a Champion, by Frederic N. Litten, is a story of bad politics, or sports, and of the courage and spirit of a hunting dog who learns to find birds by sight not scent. The dog changes a man's attitude and influences an election. Westminster Press, 1950.

The Golden Palomino, by W.S. Warren, is the exciting story of Ted Farraday's capture and training of Wild Fire and of their winning an important race. David McKay Company, 1951.

Howl at the Moon, by Robert Hogan, tells of the struggle by Obie Shan's parents to set up a home in the prairies. It is also Obie's struggle to keep his dogs and build his own values. Houghton Mifflin Company, 1953.

The Land and the Water, by Tom Person. The Marins come to Mississippi by way of a German D.P. camp. The family receives both kindness and unkindness from people whose own ancestors were pioneers. Ariel Books, Published by Pellegrini and Cudahy, 1953.

Pete of Ice Bay, by Frank Illingworth, is a story of northern Bafflin Land. It tells of Pete's adventures among the Eskimos. The author knows and cares for the land and its people. Coward-McCann, Inc, 1951.

Pirate of the North, by Harold McCracken, is about a nineteen-year old fellow's test of staying alive in the Yukon. Out of his loneliness he builds a way to live and to value life. J.B. Lippincott Company, 1953.

Real Book Series, contains factual reading on many subjects such as airplanes, cowboys, pets, people, and places. Each is a separate book published by The Garden City Publishing Company. The author of the book, _William Crawford Gorgas: Tropic Fever Fighter_, has written some of these stories.

William Crawford Gorgas: Tropic Fever Fighter, by Beryl Williams and Samuel Epstein. This story tells of a doctor's long fight against indifference, superstition, ignorance, and disease. Julian Messner, Inc., 1953.

The Runaway, by Lynn Bronson. It is an earlier story of the same problem that you found in the short story "The Boy Who Went on Strike." J.B. Lippincott Company, 1954.

Summer for Two, by Laura C. Rendina, is a modern love story. More than that, it is a story of teen-age values that will be understood by teen-agers. Little, Brown and Company, 1952.

Three Rivers South: The Story of Young Abe Lincoln, by Virginia S. Eifert, is a vivid story of lesser known incidents in the life of young Abe and of his growing sense of what people are worth. Dodd, Mead and Company, 1953.

Treasure Beyond Red Mesa, by H.R. Langdale, is the story of five boys' search for uranium, thieves, and their own honor. E.P. Dutton and Company, 1953.

Wild Horses of the Rio Grande, is by a man who knows range riding and horses in the Southwest. Twelve good stories and much information are included in this book. George C. Franklin is the author. Houghton Mifflin Company, 1951.

People Who Learned

Albert Schweitzer: Genius in the Jungle, by Joseph Gollomb, is the story of a remarkable man. In his work as a musician, scientist, and African missionary, Dr. Schweitzer has faced and conquered many difficulties. Vanguard Press, Inc., 1949.

Blind Adventure, by Monroe L. Fix, is the personal story of a young man who was blinded by a Japanese bomb. His experiences in adjusting to his loss of sight show great, though quiet, courage. J.B. Lippincott Company, 1946.

Dr. Kay Winthrop, Intern, by Caroline A. Chandler, M.D., deals with the interesting experiences of a woman doctor's first year of practice. Dodd, Mead and Company, Inc., 1947.

Island Girl, by Ada Claire Darby, is a story about a young girl in North Carolina before the Revolutionary War. J.B. Lippincott Company, 1951.

Look to the Mountain, by Legrand Cannon, Jr. New Hampshire in the days before the Revolutionary War is the setting for this adventure story. Henry Holt and Company, Inc., 1942.

Love is Forever, by Margaret E. Bell, describes young love and marriage as Florence learns how to cope with the Alaskan wilderness. William Morrow and Company, 1954.

Pat's New Worlds, by Loring MacKaye, concerns a penniless Irish lad of the mid-1800's whose ambition is to study medicine at Harvard. He finds America a true land of opportunity. Longmans, Green and Company, 1954.

Penny Rose, by Mebane Haloman Burgwyn. A girl helps to reclaim her family's farm after her father's death. She works hard, but finds happiness, too. Oxford University Press, 1952.

Six on Easy Street, by Betty Cavanna, tells how Deborah finally overcomes her self-centered interests and grows into a fine person. You will appreciate Carol, the understanding friend who helped Deborah. Westminister Press, 1954.

In The Red Car, by Don Stanford, a boy learns that sports cars can be the most exciting and the most dependable of cars. Funk and Wagnalls, 1954.

The White Ox, by Leon W. Dean, is a story about the adventures of the Green Mountain Boys in 1777 as told by Ezra Button. Farrar, Straus and Young, Inc., 1953.

Two's Company, by Betty Cavanna, has Williamsburg, Virginia, as its setting. When a modern young woman visits there, she learns something about American history and romance, too. Westminister Press, 1951.

In Wild Winter, by Kerry Wood, sixteen-year-old Callon, who wants to be a writer, discovers he first has to survive a fierce winter. In doing it, he finds himself. Houghton Mifflin Company, 1954.

Within Our Power, by Raymond B. Fosdick, gives some valuable advice on how to face the present world situation with confidence, hope, and determination. Longmans, Green and Company, Inc., 1952.

Stories for Living

Blackadder, by John Keir Cross, tells of the adventures of two boys who had to take the places of men in the days of piracy. E.P. Dutton and Company, Inc., 1951.

The Gentling of Jonathan, was written by Louise Rankin. The book tells what a horse does for a boy named Jonathan. The Viking Press, Inc., 1950.

The Other Side of the Fence, by John R. Tunis, is about Robin Longe. After he got his parents' grudging consent to drive across country in an old Ford, he still had to hitch-hike. What happens is an exciting story. William Morrow and Company, 1953.

Roaring River, by Bill Brown, is a real adventure story of North-east India. In it, through many adventures, Roger Fenwick grows up. Coward-McCann, Inc., 1953.

Thunder Road, by William C. Gault. Speed was Pete Elliot's hobby, speed on race tracks. Pete has to come by himself to a safer way of living. No one can tell him. E.P. Dutton and Company, Inc., 1952.

Families

A Chance to Belong, by Emma A. Jacobs, shows the struggle between a boy who wants to become an American as quickly as possible, and his father who insists on looking backward to the old ways he knew in Europe. Henry Holt and Company, Inc., 1953.

All-of-A-Kind Family, by Sydney Taylor, is the lovable story of Ella, Henny, Sarah, Charlotte, and Gertie. Their parents make good lives for the children even in the poor and crowded lower East Side of New York. Wilcox and Follett Company, 1951.

The Beatinest Boy, by Jesse Stuart. Did you ever go possum hunting or rob a bee tree? Then go along with David, the lonely Kentucky boy who finds a wonderful home and kind family. McGraw Hill Book Co., 1953.

From This Day Forward, by Jessica Lyon, tells the story of the child of divorced parents, and her need for help in adjusting to the divorce. She gets help partly through a boy who is new in town. Macrae-Smith Company, 1951.

Jareb, by Miriam Powell, is the story of a farm boy in South Georgia. His one friend is a mongrel dog. The speech of this family may sound strange, but the family itself should be familiar. Thomas Y. Crowell Company, 1952.

Love, Laurie, by Betty Cavanna. It tells of the love and understanding of a father for his shy, motherless daughter and of her love for her dad. Westminster House, 1953.

Man of the Family, is a sequel to Little Britches, by Ralph Moody. The Moody family must struggle to live after the death of father. They win, and Ralph plays a large part in that winning. W.W. Norton and Company, 1951.

Sawdust in His Shoes, by Eloise J. McGraw. At fifteen, Joe langley is a circus veteran. But his father dies, and through various unpleasant experiences he gets as far as Oregon. There in the wholesome Dawson family, Joe finds what he needs. Coward-McCann, 1950.

The Winds Blows Free, by Loula Erdman, is a family story in the 1890's in Texas. The struggle in this real life story will remind anyone who has had to move away of the problems and the fun. Dodd, Mead and Company, 1952.

Stories of Sportsmanship

The Dark Adventure, by Howard Pease, is the story of another kind of sport: hot-rodding. Johnny loses his memory and almost his life. The story concerns the months that follow and Johnny's struggle to regain his memory and identity. Doubleday and Company, 1950.

High Hurdles, by Frances Duncombe, tells you an exciting story about fourteen-year-old Debbie, and gives you interesting information about the sport of horseback riding. Henry Holt and Company, 1941.

In Go, Team, Go, John R. Tunis mixes politics and democracy in his story of Coach Hook Barnum's champion basketball team. William Morrow and Company, Inc., 1954.

Keystone Kelly by Jackson Scholz, is the true-to-life story of a young bonus player's struggle to stay at the top. William Morrow and Company, 1950.

In The Point After, by Richard Flood, Kemp Doublas adapts to a handicap. He develops a specialty in sports. Houghton Mifflin Co., 1951.

Relief-Pitcher, by R.G. Emery, is a small town boy makes good story. But this fellow looks and acts a good deal like any other boy. He's no big hero, just a nice kid. On every page you hope he'll make the grade in the big league. Macrae Smith Company, 1953.

Rocky's Road, by Jerrold Beim. This is a younger boy's sports story, but one that may strike a little nearer to you than some of the others. Harcourt, Brace and Company, 1953.

The Rookie from Junction Flats, by Joe Webster. Wilbur Hatfield has a sparkling effect on the spirit of the Browns. Ariel Books. Published by Pellegrini and Cudahy, 1952.

Scrubs on Skates, by Scott Young, is the story of an underdog high school hockey team that fought its way to the top of the tournament. Little, Brown and Company, 1952.

Smooth Sailing, by Emma Atkins Jacobs. During a summer at a lake, Karen helps a friend build a sailboat. In an emergency she has to take over and sail the boat in a race. Henry Holt and Company, 1955.

Sparkplug of the Hornets, by Stephen Meader, treats you to a dozen basketball games. Not one of them is dull. Nor is there a single game in which someone isn't learning to work out his own team's problems. All this and Peewee Carson, too. Harcourt, Brace and Company, 1953.

Stories for Teen-agers

Belles on Their Toes, by Lilliam E. Gilbreth, is the story of a famous family and their friends. You may already know them from *Cheaper by the Dozen*. The handyman who rules the family in Mrs. G's absence is both a friend and, at times, a foe. Thomas Y. Crowell Company, 1950.

Girl Trouble, by James L. Summers, is the story of Don Morley, a high school junior with problems. His troubles start with Jackie and end with Ellen who offers her help in solving the problems. Westminster Press, 1953.

Mr. Benedict's Lion, by Walter Edmonds. Mr. Benedict teaches at a girls' school. What he goes to New York to buy isn't a lion, but it's a lion that comes home with him. Dodd, Mead and Company, Inc., 1950.

In *No Moon on Graveyard Head*, by Edith Dorian, Steve and Linda find unexpected interests and get involved in a mystery they help to solve. Whittlesey House, 1953.

Open Season, by James L. Summers, is a collection of short stories. It is partly about you because the problems of many boys and girls are woven into the stories of this book. Money problems, popularity, separation from the people you care for, illness—all are here. Good adventure is here, too. Doubleday and Company, 1951.

Selected Stories for Teen-Agers, was compiled by Alice Hazeltine for your pleasure and understanding. You can't read this book without learning more about yourself and other people, too. Abingdon-Cokesbury Press, 1952.

Spring Comes Riding, by Betty Cavanna, is a story about Meg and her problems. She's shy, lonely, and an in-between sister. But as she grows up, she begins to discover her own values, and her worth to the people she cares most for. Westminster Press, 1950.

Winners Losers, by Earl S. Coleman, has a good deal the same theme as "Jake"—when you can't beat the boys at their own games and win thier friendship, turn feminine. That does it! Longmans, Green and Company, 1953.

People and Their Work

Beatrice Perry, X-Ray Technician, by Dorothy Tooker, will help you know better what hospital life is like in case you are interested in becoming a nurse or an X-ray specialist. Dodd, Mead and Company, 1952.

A Cap for Mary Ellis, by Hope Newell, is the story of how Mary Ellis and Julie fulfill their dream of becoming nurses. Harper and Brothers, 1954.

Cotton-Farm Boy, by Merritt Mauzey, is unlike anything you ever read. A boy's life in cotton country is told mostly in pictures. Abelard-Schuman, 1954.

Hi! Teacher, by Isabel McLelland, is partly a mystery story, but mainly it is about Alison Gray's first year of schoolteaching way out in the Pacific Northwest. Henry Holt and Company, Inc., 1952.

Hill Ranch, by Rutherford Montgomery, is the story of Sara and Obie, teen-age ranchers. You will also meet some of the most important animal characters that were ever put in a book. Doubleday and Co., 1951.

Jeff White: Young Lumberjack, by Lew Kietz, is a fast-moving story that will also introduce you to lumbering in northeast United States. Little, Brown and Company, 1952.

In Mining the Iron Mask, by George Cory Franklin, two boys form a partnership to earn money for college. They earn money and learn about copper mines, the Rockies, and people. Ariel Books. Published by Pellegrini and Cudahy, 1952.

Road Race, by Philip Harkins. Dave Neil is arrested for speeding. But Webb Walden, a great mechanic, lets Dave work in his garage. After that Dave learns to be a real racer, not a speedster. Thomas Y. Corwell Company, 1954.

Smoke Over Skygak, by Kenneth Gilbert, tells of the experiences of fifteen-year-old Mark Lando as a Forest Lookout. Henry Holt and Company, Inc., 1951.

Who Was Sylvia?, by Nancy Hartwell. An adopted girl wants to find her real parents. She also wants to find a career in music. Henry Holt and Company, inc., 1952.

You and Space Travel, by John Lewellen. How would you like to spend a weekend on the moon? Get aboard this book and off you'll go. Do you want to be a space-travel engineer? Then here's one book you should know. Children's Press, Inc., 1951.

Stories of Courage

Bonus Pitcher, by Frank Waldman, is the story of a boy's struggle against odds as he moved up from a small town baseball pitcher to a place with the Red Sox. Houghton Mifflin Company, 1951.

Farmer in the Sky, by Robert A. Heinlein, is a tale of travel and colonizing in the twenty-first century. And neither the author nor the reader knows just how much of this will be true in, say, 2060 A.D. Charles Scribner's Sons, 1950.

In Idaho Sprout, John Baumann tells the story of a boy who didn't get any regular schooling. But Sprout learned a great deal on his dad's cattle ranch! William Morrow Company, 1950.

Jack Davis, Forward, was written by Leon Burgoyne. David is worried about Hal. Hal was a fine athlete but he had a grudge against the team. A tragedy and a fine man help to teach Hal something he had long needed to know. John C. Winston Company, 1953.

Land of the Free Series, edited by Erick Berry, contains many well-told stories of the people who have come to America from other lands. Some of the heroes you already know. Some will be new to you. John C. Winston Company, 1951.

The Landmark Books, published by Random House, are also historical. They give exciting pictures of people and places of earlier days. Readers from nine to fourteen will enjoy them. Older readers will also enjoy some of the stories.

Mary McLeod Bethune, by Catherine O. Peare, is the story of a famous Negro leader. For her an education seemed impossible. But she finally got it, and through it has helped thousands of others to be educated. Vanguard Press, Inc., 1951.

In McGonnigle's Lake, by Rutherford Montgomery, even the animals help Mike McGonnigle fight for his rights in the North Woods country. Doubleday and Company, 1953.

The Secret of the Undersea Bell was written by John S. Douglas. Imagine yourself right now as the head of the family with a younger brother and sister to support and with bills to pay. You might do what Ronnie did: take over your father's job as a deep-sea diver. Dodd, Mead and Company, Inc., 1951.

Sentry in the Night: A Story of the American Revolution, by Charles G. Wilson. This is about a side of the Revplution you may not know. Ives Washburn, Inc., 1954.

Timberland Adventure, by Lynn Bronson, tells the story of Nat Purvis, Grandma, and Billy Cain, a young Englishman. Together they make a home in a mountain wilderness in the days when Oregon was young. J.B. Lippincott Company, 1950.

More Friends to Choose

Bonus Rookie, by Frank O'Rourke, is a story about Jim Ramsey. He was a bonus rookie who roomed with a cynical catcher, Clarke Shane, who hated bonus players. A.S. Barnes and Company, 1950.

In Bulldozer, Dicky Davis salvages an abandoned caterpillar or tractor and finds himself in business. Anyone who likes machinery will enjoy this story. Stephen W. Meader is the author. Harcourt, Brace and Company, 1951.

Hoofbeats on the Trail was written by Vivian Breck. It is a story about Cress, who fails high school chemistry and refuses to consider college. In a four weeks' trip along the Sierra Trail, Cress finds friends, interests, and problems. Doubleday and Company, Inc., 1950.

In a Mirror is another Mary Slattery Stolz story. Here you will read the diary of a girl who is overweight and learn how she was able to correct the condition. Harper and Brothers, 1953.

The Monkey's Fist, by Anne Mallory, is a story about two boys who live on the water front of a great river. Each boy faces a different kind of difficult experience; each wins out. Houghton Mifflin Co., 1954.

Only Child, by Marguerite Dickson, is a story about Gwen, who has been over-protected at home. When she has to share her life with cousins and these cousins with her best friends, she has problems. Longmans, Green and Company, 1952.

In Paddy Points the Way, Paul runs away. He feels he is a failure both at home and at school. Paul meets Paddy, a cocker spaniel, who is unhappy also. Together they "find themselves." Coward McCann Inc., 1950.

Red Roan Pony was written by Joseph Lippincott. It is a story about a pony, a boy and a girl,and their struggle for happiness. J.B. Lippincott Company, 1951.

Ride Out the Storm, by Margaret E. Bell, tells the story of a lonely girl's fight to be accepted by boys and girls her own age. William Morrow and Company, 1951.

Rogue's Valley, by Lynn Bronson, tells a story of pioneers in the Oregon country and of the friendship between two boys of two different races. J.B. Lippincott Company, 1952.

Star Island, by Marjorie Hall, is the story of a middle child. The middle child works out her problems in a way that might help any in-between girl. Funk and Wagnalls, 1953.

Wonder Boy, by William Heuman, is the story of a baseball catcher who helps another fellow become great. William Morrow and Company, 1951.

Danger

Bambi, by Felix Salten, tells the life story of a forest deer. Noble and Noble, 1929.

Boy's Life Adventure Stories, by Irving Crump. Here are sixteen stories of danger and high adventure. Thomas Nelson and Sons. 1950.

Chestry Oak, by Kate Seredy, tells how a father and son face danger in Central Europe. The Viking Press, 1948.

Danger to Windward, by Armstrong Sperry, is the exciting story of whaling in the days following the War of 1812. John C. Winston Company, 1947.

Diving to Adventure, by Hans Hass, is the daredevil story of hunters under the sea. Doubleday and Company, 1951.

High Trail, by Vivian Breck. She faced storm, avalanche, and freezing weather in the Sierra Nevadas. Doubleday and Company, 1948.

High, Wide and Deep, by John J. Floherty. They risk their necks in the rapids of wild rivers, fly into hurricanes, and explore the ocean floor. J.B. Lippincott Company, 1952.

Jedediah Smith, Fur Trapper of the Old West. His strong will and quick thinking made him one of the great mountain men. Juliam Messner, 1951.

Lion Boy's White Brother, by Alden G. Stevens, tells the brave story of a native and a white boy in Africa. J.B. Lippincott Company, 1951.

Luck of the Irish, by Ruth Adams Knight, is the story of a boy who tried to play a man's part when his father's plane was lost. Doubleday and Company, 1951.

Lure of Danger, by Margaret Clara Scoggin. The heroes of these true stories faced danger because it was part of the job. Alfred A. Knopf. 1947.

On Jungle Trails, by Frank Buck, is the story of the jungle where the strong are kings and the weak are the food of the strong. J.B. Lippincott Company, 1937.

Son of the Smoky Sea, by Nutchuk, with Alden Hatch, is the story of the Aleutian Islands and a boy who loved music. Julian Messner, 1942.

Smoke Jumper, by Marjorie H. Allee. Newly graduated from high school, Bill takes a job for the summer as "smoke jumper" with the Forest Service. Houghton Mifflin Company, 1945.

The Wahoo Bobcat, by Joseph Wharton Lippincott, is the story of a great wildcat who reigned supreme in the Florida wilderness. J.B. Lippincott Company, 1950.

Animal Stories

The Dog Owner's Manual, by Josephine Rine, has everything in it you'll want to know about dogs and how to train and care for them. Tudor Publishing Company, 1944.

Dusty's Return, by Dorothy Childs Hogner, is a slightly different kind of animal story written about a donkey. Oxford University Press, 1950.

Finders Keepers, by Myra Reed Richardson. Here boys, dogs, and bears combine to make an adventure story. The Viking Press, 1951.

The Haunted Hound, by Robb White. Nobody believed in Pot Likker, son of the famous Old Blue, until Jon came back to his old home. Doubleday and Company, 1950.

It's Easy to Raise and Train a Puppy, by Bob Becker, tells how you can raise a happy, healthy dog in your house or apartment. Garden City Books, 1950.

Jibby the Cat, by Felix Salten. Being a cat "it was her nature to wander the open roads alone one day and charm a man the next." Julian Messner, 1948.

King of the Wind, by Marguerite Henry, is written like a story but it is the stirring history of the ancestor of the entire thoroughbred strain of horses. Rand McNally and Company, 1948.

Lad: A Dog, by Albert Payson Terhune, is the story of a great dog. E.P. Dutton and Company, 1926.

A Man of His Own and Other Dog Stories, by Corey Ford is a collection of stories for the persons who feel that dogs are almost human. McGraw-Hill Book Company, 1949.

My Friend Flicka, by Mary O'Hara. Everyone thought the horse he chose for his own was no good. J.B. Lippincott Company, 1941.

Palomino and Other Horses, by Wesley Dennis, tells about the many kinds of horses, their dispositions and occupations. World Publishing Co., 1950.

A Pet Book for Boys and Girls, by Alfred P. Morgan, will tell you how to choose, care for, and train almost any kind of animal pet. Charles Scribner's Sons, 1949.

Sagebrush Filly, by Eugenia Stone, is the story of the long search for a horse that vanished into the Nevada hills. Alfred A. Knopf, 1950.

The Story of Serapina, by Anna H. White. What a cat! She moved into the family, helped in the kitchen, did baby sitting, and interviewed reporters. The Viking Press, 1951.

The White Tailed Deer, by Olga Townsend. He had planned to run away until he parted the branches of the thicket and saw the twin fawns. McGraw-Hill Book Company, 1951.

Mystery Stories

The Adventures and Memoirs of Sherlock Holmes, by Sir Arthur Conan Doyle, tells how the great detective Holmes and his man Watson solve baffling mysteries. The Modern Library, 1946.

Adventures of Tom Sawyer, by Samuel Clemens (Mark Twain), tells the story of Tom, Becky, Huck and Injun Joe and the excitement in a little town on the great Mississippi River. The World Publishing Company, 1946.

Black Falcon, by Armstrong Sperry, is a blood and thunder tale of war and pirates. John C. Winston Company, 1949.

Famous Ghost Stories, edited by Bennett A. Cerf. Here stairs creak, cemeteries send out unseen visitors, and headless horsemen ride through the night. The Modern Library, 1944.

The Green Ginger Jar, by Clara Ingram Judson. Fifteen-year-old Lu Chen and his sister have a real mystery to solve in this Chinatown story. Houghton Mifflin Company, 1949.

High Country, by Harold Channing Wire. A young ranger believes he has found the cause of a wave of forest fires. Westminster Press, 1947.

The Missing Brother, by Keith Robertson, is a mystery story for older boys. The Viking Press, 1950.

Mysteries and Adventures along the Atlantic Coast, by Edward Rowe Snow. Here the author proves for all time that facts are stranger than fiction. Dodd, Mead and Compnay, 1948.

The Mystery of Crystal Canyon, by Rutherford Montgomery. A beautiful wild stallion was the start of trouble at the Lazy Y Ranch. John C. Winston Company, 1951.

The Mystery of the Polly Harris, by Mary Treadgold. Strange things began to happen and Caroline suspected a plot. Doubleday and Company, 1951.

The Secret of Barnegat Light, by Frances McQuire. Johnnie discovers a strange mystery while climbing around in the old lighthouse. E.P. Dutton and Compnay, 1952.

Teen-Age Mystery Stories, by Frank Owem. These stories have all the excitement of good mystery--action, thrills, surprise, and danger. Lantern Press, 1948.

Treasure Island, by Robert Louis Stevenson, is a tale of pirates, mutiny, and buried treasure, Charles Scribner's Sons, 1947.

True Tales of Buried Treasure, by Edward Rowe Snow. There is proof for the truth of every story in this book. Dodd, Mead and Company, 1951.

Travel On Wheels

Boy's Own Book of Great Inventions, by Floyd Lavern Darrow and Clarence John Hylander, is for boys and girls of scientific taste who like to make things and know how they are made. The Macmillan Company.

Hiking, Camping and Mountaineering, by Roland C. Geist, gives information on all kinds of hiking and camping with some special helps for the bicyclist. Harper and Brothers, 1943.

Historic Models of Early America and How to Make Them, by C.J.Maginley, shows how to make models of early bicycles as well as models for many things from trains to cradles. Harcourt, Brace and Company, 1947.

Let's Take a Trip, by F. Raymond Elms, tells how to plan your vacation. Whitman Publishing Company, 1951.

Mounty in a Jeep, by Morris T. Longstreth, is a non-stop yarn about the Canadian Mounted Police. The Macmillan Company, 1949.

Rolling Along Through the Centuries, by Marie Emilie Gilchrist and Lucille Ogle, is the story of the only thing man made all by himself--the wheel. Longmans, Green, and Company, 1937.

Aviation Stories

Amelia Earhart, Heroine of the Skies, by Doris S. Garst, is the story of one of aviation's greatest women. Julian Messner, 1947.

A Bridle for Pegasus, by Katherine B. Shippen, is the story of man's dream about flying and of the men and women who make the dream come true. The Viking Press, 1951.

Co-pilot Trott, by Marion Bullard. He was a little dog who was adopted by a newspaper woman who flew her own plane. E.P. Dutton and Co., 1944.

A Girl Can Dream, by Betty Cavanna, tells about a girl who entered a contest hoping to win a block of flying lessons. Westminster Press, 1948.

Runway to the Sun, by Robert Lee Scott, is Colonel Scott's own story of his adventures in flying. Charles Scribner's Sons, 1945.

The Secret of the Buried Tomb, by Clayton Knight. Without knowing just how it happened, a young sailor is caught in a dangerous plot. Alfred A. Knofp, 1948.

Skyblazer, by Howard M. Brier, is a story of rival airlines. Random House, 1946.

Stories Boys Like Best, edited by Franklin K. Mathiews. Here are aviation stories and other adventure tales for both boys and girls. Appleton-Centure-Crofts, 1945.

Thunder Country, by Armstrong Sperry. A bird hunt turns into a man hunt in the jungles of Venezuela. The Macmillan Company, 1952.

Outdoor Life

Cowboys, Cowboys, Cowboys, by Phyllis R. Fenner, is the story of roundups, and rodeos, branding and broncobusting. Franklin Watts, 1950.

Five Boys in a Cave, by Richard Church, tells the story of a stealthily planned visit to a little-known limestone cave. J.M. Dent and Sons, 1950.

The Healing Woods, by Martha Reben, is a different kind of nature story. T.Y. Crowell Company, 1952.

Hidden Harbor, by Kathrene Pinkerton, is the story of the brave people who helped settle Alaska. Harcourt, Brace and Company, 1951.

Joe and Bob on Northland Trails, by Charles Evans Davis, is a thrilling story of fun, rivalry, and adventure in the Wisconsin Lake country. Julian Messner, 1949.

Kit Carson, Trail Blazer, by Doris S. Garst, is the story of one of the greatest scouts of the Old West. Julian Messner, 1942.

Little Britches, by Ralph Moody. School days, rodeos, tornadoes are just part of what makes ranch life. W.W. Norton and Company, 1950.

Let the Coyotes Howl, by Samuel D. Bogan. Here are more adventures at the Philmont Scout Ranch. G.P. Putnam's Sons, 1946.

Sancho of the Long, Long Horns, by Allan R. Bosworth. It was a very long trail and it made a full-fledged cowboy out of Chapo. Doubleday and Company, 1947.

The Scrapper, by Leland Silliman. The danger of forest fire added to the excitement during Tim's summer at camp. John C. Winston Company, 1946.

Start of the Trail, by Louise Dickinson Rich, is the story of Bill's adventures on trout and salmon waters in the deep Maine woods. J.B. Lippincott Company, 1949.

Swamp Boy, by Maribelle Cormack and Paul L. Bytovetzski, tells about life in a big, Georgia swamp. David McKay Company, 1948.

Thunderhead, by Mary O'Hara. A great horse is torn between his love of the wilds and of the home ranch. J.B. Lippincott Company, 1943.

Wagons Westward, by Armstrong Sperry, tells the story of hardship and adventure when the Old West was opened. John C. Winston Company, 1936.

Growing Up

The Beautiful Ship belongs to Eric Jorgensen. But before he can be accepted as one of the fishing villagers, he must do some courageous work to prove he is grown-up. The author of this book is John B. Prescott. Longmans, Green and Company, 1952.

In Burma Boy, Willis Lindquist writes a story that is different. You will enjoy sharing "Boy's" courageous search for the elephant he loves. Whittlesey House, 1953.

Captain of the Araby, by Howard Pease, is another adventure mystery story about the steamer Araby. Doubleday and Company, 1953.

Crown Fire, is the story of a boy's battle to control his own fiery temper and the forest fires of Oregon. The author is Eloise J. McGraw. Coward-McCann, Inc., 1951.

Farm Boy, by Douglas W. Gorsline, is the story of a boy who cannot seem to get along. When he is sent to his uncle's farm and given a man's place, he grows into a man. The Viking Press, Inc., 1950.

Francie, by Emily Hahn, is the story of an American girl in an English private school. Homesick and out of place at first, Francie grows in understanding and in her ability to feel at home. F. Franklin Watts, Inc., 1951.

The Jim Thorpe Story, by Gene Schoor, is the life story of one of America's greatest athletes from his childhood on the reservation to his grown-up years. Julian Messner, Inc., 1951.

In The Lost Kingdom, Rodmika learns the meaning of the cobra tattooed on his chest. This real jungle story of India was written by Chester Bryant. Julian Messner, Inc., 1951.

Make Way for the Brave, by Merritt P. Allen, is Red Dakin's story of growing up as he went ot Oregon with the Wyeth expedition in 1832. Longmans, Green and Company, 1950.

The Missing Brother, by Deith Robertson, is an unusual mystery story. Ted, a collector of Indian relics helps solve the mystery of Farmer Gillaby's missing brother. The Viking Press, 1951.

Outlaw Red, by James Arthur Kjelgaard, is the story of a pampered show dog who suddenly had to fight for his life in the wilderness. You may already know Big Red and Irish Red, by the same author. Holiday House, Inc., 1953.

The Sea Gulls Woke Me, by Mary Slattery Stolz, is the story of a quiet, reserved girl. She takes on a new world and new companionships in a summer hotel where she goes to work. Harper and Brothers, 1951.

The hero of Showdown has a mind of his own. As the result of a plane crash, he and the champion basketball five learn a great deal more than how to play good basketball. Thomas Morris Longstreth is the author. The Macmillan Company, 1950.

Skymountain, by Amelia E. Walden, tells how and why Robin Young changed. At first she was interested mainly in herself and in becoming a champion skier. Then she bacame a stronger, finer person in every way. William Morrow and Company, 1950.

Sunshine and Shadow, by Lorraine and Jerrold Beim, is the sequel to Triumph Clear. Both stories are about Marsh Evans, a girl handicapped by polio. Harcourt, Brace and Company, 1952.

In Whaler 'round the Horn, a sixteen-year-old boy does a good deal of growing-up in the time it took him to get to Hawaii in a whaler by way of the Horn. Stephen W. Meader is the author of this exciting tale. Harcourt, Brace and Company, 1950.

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